

McGill Student Handbook

5986



McGill Student Handbook

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Students' Council First Term 1969-70

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Julius Grey



David M.W. Young



Martin Shapiro

The Students' Society of McGill University

Constitution

ARTICLE I — NAME

The Students' Society of McGill University.

ARTICLE II — OBJECT

- 1) To group the students registered in McGill University, and to represent their educational, cultural and general interest. For this purpose, the Students' Society shall be the only recognized medium between its membership, taken as a whole, and the government of McGill University and the general public.
- 2) To exercise control of the Students' Society activities.
- 3) To do all such things as are incidental or conducive to the attainment of the above objects.

ARTICLE III — MEMBERSHIP

- 1) All students registered in McGill University shall be members of the Students' Society, except the following:
 - i) Students governed by the constitution of the Macdonald College Students' Society.
 - ii) Students registered in the Faculty of Graduate Studies and Research who are non-resident students or full-time members of the teaching staff.
- 2) Partial students taking less than three courses shall have all the privileges of membership except that they may not be members of the Students' Council.

ARTICLE IV — OFFICERS

- 1) The Officers of the Students' Society shall be a President, a Vice-President (Internal Affairs), a Vice-President (University Affairs), a Vice-President (External Affairs) a Finance Director, a Speaker, a Secretary-Treasurer and a Comptroller.
- 2) Duties:
 - a) The President shall be chief executive officer of the Students' Society. He shall be chairman of the Executive Committee. He may delegate such executive powers as he may deem necessary, and shall supervise the work of the office staff. He shall represent the Students' Society on all official occasions.
 - b) The Vice-President (Internal Affairs) shall perform the duties of the President in the absence of the latter, and shall be responsible to the Students' Council for the operation of the Students' Union building and of such other services as the Students' Society may from time to time establish.
 - c) The Vice-President (University Affairs) shall be responsible to the Students' Council for relations with the government of McGill University, and for the educational affairs of the Students' Society.
 - d) The Vice-President (External Affairs) shall be responsible to the Students' Council for relations with student organizations external to the Students' Society, with governments external to McGill University and with the general public.
 - e) The Finance Director shall be responsible to the Students' Council for reporting on the financial affairs of the Students' Society, for assisting in the preparation of budgets for Students' Council and for presentation of budgets to Students' Council. He shall apply such policies and supervise such auditing procedures for the financial affairs of the Students' Society as Students' Council may establish. The President shall appoint the Finance Director from among the members of Council for each calendar year, subject to ratification by the Council.

ARTICLE V — SCHOOL AND FACULTY SOCIETIES

1) School and Faculty societies shall be autonomous self-governing organs responsible to their respective members for promoting their educational, cultural and general interests.

2) The following School and Faculty Societies, or their successor organizations, represent the constituent parts of the Students' Society:

- a) Architectural Undergraduate Society
 - b) Arts and Science Undergraduate Society
 - c) Commerce Undergraduate Society
 - d) Dental Students' Society
 - e) Education Undergraduate Society
 - f) Engineering Undergraduate Society
 - g) Law Undergraduate Society
 - h) Medical Students' Society
 - i) Music Undergraduate Society
 - j) Nursing Undergraduate Society
 - k) Physical and Occupational Therapy Undergraduate Society
 - l) Post-Graduate Students' Society
 - m) Theological Undergraduate Society
- 3) The School and Faculty Societies shall be the only recognized media between their membership and the government of the corresponding Schools and Faculties.
- 4) School and Faculty Societies shall have the powers specified in Articles VII (9), XII and XIII (2) below.
- 5) Nothing in this Article shall be taken to limit the powers and prerogatives of the above School and Faculty as set forth in their own constitutions.

ARTICLE VI — FEES

1) Members of the Students' Society enrolled in schools or faculties the majority of whose students are candidates for their first university degree or diploma shall be required to pay an annual fee of \$24.00 to the Students' Society, except

members of the School of Graduate Nurses proceeding to a degree of B.N., who shall pay an annual fee of \$12.00.

2) All other members of the Students' Society shall be required to pay an annual fee of \$12.00 to the Students' Society, except partial students taking less than three courses, who shall be required to pay an annual fee of \$10.00.

3) The above sums shall be collected by the McGill University Cashier with the regular tuition fees.

4) The Secretary-Treasurer of the Students' Society shall receive these fees from McGill University and deposit them with a chartered bank or with the university.

5) Members of School and Faculty Societies listed under Article V above shall pay an annual fee to their respective Society, as determined by that Society, to be collected by the University Cashier with the regular tuition fees and transferred to the School or Faculty Society concerned.

ARTICLE VII – STUDENTS' COUNCIL

1) The governing authority of the Students' Society shall be vested in the Students' Council.

2) Students' Council shall be composed of:

a) The President of the Students' Society.

b) The Vice-President (Internal Affairs) of the Students' Society.

c) The Vice-President (University Affairs) of the Students' Society.

d) The Vice-President (External Affairs) of the Students' Society.

e) The Editor-in-Chief of the McGill Daily who shall be a participating but non-voting member.

f) One representative for every six hundred (600) students or part thereof from each of the following:

i) the students in the Faculty of Arts and Science.
ii) the members of the Students' Society in the Faculty of Education.

iii) the members of the Students' Society in the Faculty of Graduate Studies and Research, the Graduate School of Business and the School for Graduate Nurses proceeding to the degree of B.N.

iv) the students in the School of Architecture.

v) the students in the School of Commerce.

vi) the students in the Faculty of Dentistry.

vii) the students in the Faculty of Engineering.

viii) the students in the Faculty of Law.

ix) the students in the Faculty of Medicine.

x) the students in the Faculty of Music.

xi) the students in the School of Graduate Nurses proceeding to the degree of B.Sc. (N).

xii) the students in the School of Physical and Occupational Therapy.

xiii) the students in the Faculty of Divinity.

Each year, the Speaker shall determine from official registration figures the number of Students' Council representatives corresponding to each category (i) to (xiii) above. Notwithstanding possible fluctuations in enrollment, these allocations shall stand until superseded by a similar determination made the succeeding year.

3) Meetings shall be on such days and at such hours as the President shall deem fit. The Secretary-Treasurer shall give the members individual notice at least forty-eight hours before each meeting. Two thirds of those students who are voting members of Council shall constitute a quorum. A meeting shall be called by the Secretary-Treasurer upon receipt by him of a written request signed by a majority of the voting members of Council. Council may delegate its authority to a Summer Committee to take temporary decisions, subject to later ratification by the full Students' Council.

4) All meetings of Students' Council and its committees shall

be open to observers, unless a vote of a majority of the members at such meeting decides to hold the meeting, or a part thereof, in camera. In such a case the particular reason for that decision shall be made public. All minutes, agendas, and times and places of meetings shall be given public notice in advance. In particular, the minutes of the meetings of Students' Council shall be posted on school or faculty notice boards in their entirety, except for sections of minutes recording discussions held in camera.

5) Committees chosen by Council may from time to time be appointed to consider or execute such business as it is the duty of Council to perform. Any such committee shall be responsible to Council through the President or one of the Vice-Presidents, as determined by Council.

6) Students' Council shall be responsible for the management and control of the McGill Daily through the Editor-in-Chief. In its editorial columns the McGill Daily shall be free to express whatever opinion it chooses, save that no editorial shall express or imply any but a neutral attitude in discussing any student election.

7) Students' Council shall have the authority to establish and administer a reserve fund for the purpose of providing legal assistance to Students' Society members, should it so desire.

8) Students' Council representatives may be instructed by their constituency according to procedures specified in the constitution of the corresponding School or Faculty Society, and such instruction shall be binding. Should no such procedures be specified, Students' Council representatives shall be bound by decisions taken at an Official Meeting or by referendum of the School or Faculty Society corresponding to their constituency.

ARTICLE VIII – EXECUTIVE COMMITTEE OF STUDENTS' COUNCIL

1) The executive authority of Students' Council shall be vested in the Executive Committee.

2) The Executive Committee shall consist of the following members:

a) the President of the Students' Society.

b) the Vice-President (Internal Affairs) of the Students' Society.

c) the Vice-President (University Affairs) of the Students' Society.

d) the Vice-President (External Affairs) of the Students' Society.

e) the Finance Director of the Students' Society.

3) The Executive Committee shall meet at least once a week.

4) The Executive Committee shall be responsible to Students' Council through the President of the Students' Society.

ARTICLE IX – JUDICIAL BOARD

1) Subject to ratification by Students' Council, a committee composed of the President of the Law Undergraduate Society, the President of the Students' Society, one person elected by the students in their final year proceeding to a B. C. L. degree, and one member of Students' Council named by Students' Council, shall appoint seven (7) members to a body to be known as the Judicial Board of the Students' Society. These members are to be chosen from among the students in their final year proceeding to a B. C. L. degree on the basis of academic standing and knowledge of student affairs. However, no member of the above-named selection committee shall be eligible for appointment. The members of the Judicial Board shall be appointed in September each year and shall have a tenure of twelve months. They shall elect a Chief Justice from among their number, who shall act as Chairman.

2) The Judicial Board shall have the power to summon and hear any member of the Students' Society regarding any violation.

of the Students' Society regulations, as specified in its by-laws.

3) The Board shall conduct its proceedings according to the Judicial Procedures of the Students' Society, which are drawn up by the Board, subject to their being approved by Council as by-laws of the Society.

4) Individuals or bodies may appear before the Judicial Board through counsel. The Lay Undergraduate Society shall appoint four students whom any individual or body may consult as counsel to seek advice and/or plead their case.

5) Every member of the Students' Society, and every student organization, shall have the right to petition the Board, by way of a letter to its Chairman, seeking a hearing on any question concerning an alleged violation of the regulations of the Students' Society by any member or organization, or concerning the interpretation of the Constitution of the Students' Society or the legislation of Students' Council.

6) The Judicial Board shall be the final authority on interpreting the Constitution and regulations of the Students' Society; and its decisions on these matters shall be binding upon the parties or organizations concerned.

ARTICLE X – FINANCES

1) Students' Society committees and organizations requesting Students' Society money shall be required to submit a budget to the Finance Director. No such committee or organization shall receive funds unless its itemized budget has been approved by Students' Council.

2) All cheques drawn against the Students' Society account shall be signed by the Secretary-Treasurer and co-signed by the Comptroller or his alternate. The Secretary-Treasurer shall first satisfy himself that the expenditure has been authorized in the budget approved by Students' Council.

3) An annual financial statement for the past fiscal year of the Students' Society (June 1st. to May 31st.) shall be published in the McGill Daily before the 15th of November.

4) The accounts of the Students' Society shall be audited annually by accountants chosen by Students' Council.

ARTICLE XI – ELECTION OF OFFICERS

1) The President shall be elected annually between the 22nd. day of February and the 7th. day of March, by a ballot of all members of the Society. He shall be nominated by any one hundred members. Such nominations shall be presented in writing to the Secretary-Treasurer at least ten days before the date of election and published in the McGill Daily at least one week before the date of the election. Should only one person be nominated for the post at the date set for the closing of nominations, the date for the closing of nominations shall be extended forty-eight hours, and notice thereof published in the McGill Daily.

2) The Vice-Presidents shall be elected annually between the 22nd. day of February and the 7th day of March by a ballot of all the members of the Society. Each shall be nominated by any fifty members. Such nominations shall be presented in writing to the Secretary-Treasurer at least ten days before the date of the election and published in the McGill Daily at least one week before the date of the election.

3) The Speaker shall be elected annually between the 7th. day of March and the 30th day of March by Students' Council on the recommendations of the Judicial Board.

4) Terms of Office:

a) The President and the Vice-President shall take office at the beginning of the fiscal year, June 1st. In the event of a resignation, Students' Council shall decide on a date for the election of a successor, the procedure of election being similar to that in the case of a regular election. The successor so elected shall hold office until the end of the fiscal year.

b) The Speaker shall take office at the beginning of the fiscal year, June 1st. In the event of resignation, a successor shall be selected within fourteen days, the procedure of selection being similar to that in the case of the regular selection. Until such time as a successor is selected, the President shall appoint a member of the Students' Society to serve as Acting Speaker.

5) Elections of Officers of the Students' Society shall be conducted in accordance with the Electoral By-Laws of the Students' Society. A Chief Returning Officer shall be appointed by the President subject to the ratification of Students' Council and his decisions concerning interpretation of these By-Laws shall be final, except that they shall be subject to appeal to the Judicial Board.

6) No publication published by a School or Faculty Society with that Society's funds shall express or imply any but a neutral attitude in discussing any election, conducted by the Chief Returning Officer of the Students' Society.

7) The Secretary-Treasurer and the Comptroller shall be chosen by Students' Council to hold office for the fiscal year, the continuation of the agreements depending on the ratification of each successive Council. They shall not be members of the Society, and shall be paid salaries.

ARTICLE XII – ELECTION OF STUDENTS' COUNCIL REPRESENTATIVES

1) Students' Council representatives from the constituencies under Article VII 2-f shall be elected by their respective constituencies between November 20 and December 10 of each year.

2) Any student in the constituency shall be eligible for election. Nomination papers must be signed by 25 students of the constituency or 25% of the membership of the constituency, whichever is less. Such papers must be in the hands of the Secretary-Treasurer of the Students' Society at least 10 days before the date of the election and published by him in the McGill Daily at least one week before the date of the election. Voting shall be by ballot.

3) Such elections shall be conducted by the Chief Returning Officer of the Students' Society in accordance with the Electoral By-Laws of the Students' Society.

4) All representatives to Students' Council shall serve for the calendar year following their election. In the event of impeachment or resignation, a successor shall be elected using procedures similar to those specified above for the regular election. The successor shall hold office for the remainder of the calendar year.

ARTICLE XIII – IMPEACHMENT

1) An Extraordinary Meeting of the Students' Society, for the purpose of bringing Impeachment Proceedings against an elected Officer of the Students' Society or against the Speaker, shall be called by the President upon receipt of Articles of Impeachment signed by one thousand (1000) members of the Society. Such meetings shall be called on seven (7) days notice, recorded with the Articles by the President in the McGill Daily. The Speaker shall act as Chairman; unless the Impeachment proceedings are brought against him in which case the president shall act as Chairman. Five-hundred members of the Students' Society shall constitute a quorum. A vote of not less than two-thirds shall be required for Impeachment.

2) Students' Council representatives may be impeached by their constituency in accordance with the procedures specified in the constitution of the corresponding School or Faculty Society. Should no such procedures be specified, the following shall apply: A meeting of the members of such a constituency for the purpose of bringing Impeachment Proceedings against a member of Students' Council who is a representative of that constituency, shall be called by the President of the cor-

responding School or Faculty Society upon receipt of Articles of Impeachment signed by either one-half or five hundred (500) of the students in the constituency, whichever is less, or upon approval by the governing body of his School or Faculty Society of a resolution requesting such a meeting. Such meeting shall be called upon seven (7) days notice, recorded with the Articles of Impeachment by the President of the School or Faculty Society in the McGill Daily. One-third or three hundred (300) of the students in the constituency, whichever is less, shall constitute a quorum. The Speaker shall act as Chairman, and a vote of not less than two-thirds shall be required for Impeachment.

ARTICLE XIV – MEETINGS OF THE STUDENTS' SOCIETY

- 1) A Regular Meeting shall be called by the President on three weeks' notice at least once in each term to conduct any business of the Students' Society.
- 2) An Emergency Meeting may be called on three days' notice by the President.
- 3) A Special Meeting shall be called by the President at the written request of five hundred (500) members of the Students' Society on three days' notice given in the McGill Daily. Initial motions to be presented at a Special Meeting shall be recorded by the President in the McGill Daily, at the same time as such notice of the Special Meeting is published.
- 4) At each of the above meetings four hundred (400) members shall constitute a quorum for the transaction of business. An Official Meeting is one for which there is no quorum present.
- 5) An Official Meeting of the Students' Society shall have the power to put any question to a referendum and to determine the wording of the ballot and the date or dates, the referendum shall be conducted. The Chief Returning Officer of the Students' Society shall hold the referendum accordingly. Without prejudice to the foregoing, no decision taken at an Official Meeting shall supersede any decision of Students' Council.
- 6) An Extraordinary Meeting of the Students' Society, solely for the purpose of bringing Impeachment Proceedings against an elected Officer of the Students' Society or against the Speaker, shall be held under the terms and in accordance with the procedure specified in Article XIII (1) above.
- 7) The Authority on procedure at meetings of the Students' Society shall be Roberts' Rules of Order Revised. 75th Edition.

ARTICLE XV – REFERENDUM

- 1) Before a referendum can be held, a Meeting of the Students' Society must first have been called to consider the specific question to be covered by the referendum. If a quorum is not present as indicated in Article XIV (4) above, the assembly shall constitute an Unofficial Meeting to discuss the question.
- 2) Students' Council may, at its discretion, hold a referendum on any or all of the questions which were discussed at an Official or Unofficial Meeting of the Society.
- 3) For any referendum to be of effect, at least twenty percent of the members of the Students' Society must vote.
- 4) A decision taken by such a referendum shall supersede any decision of Students' Council.
- 5) Referenda shall be conducted by the Chief Returning Officer of the Students' Society.

ARTICLE XVI – AMENDMENTS

- 1) This constitution may be amended only by an affirmative vote of two-thirds of a referendum of the Students' Society. For purposes of this clause, invalid ballots shall not be taken into account. 2023

2) A proposed amendment shall be put to a referendum if and only if a minimum of two hundred (200) votes have been so cast at an Official or Unofficial Meeting of the Students' Society.

3) The proposed amendment shall be published in the McGill Daily at least two weeks prior to such a meeting.

4) Sub-amendments shall be published in the McGill Daily at least one week prior to such a meeting. A sub-amendment shall apply only to the same section or sections of the Article affected by the amendment proposed in the preceding week.

5) In the event that the McGill Daily is not being published, the requirements of this Article, as well as those of Articles X, XI, XII, XIII, shall be met by publishing the relevant statement or statements in Public Address.

6) Proposed amendments or sub-amendments must be submitted in writing to the Secretary-Treasurer of the Students' Society, and must be signed by at least ten members of the Students' Society.

7) A Proposed amendment shall be put to a referendum within two weeks after a minimum of two hundred (200) members have so voted at an Official or Unofficial Meeting of the Students' Society.

8) These amendments shall become effective immediately.

ARTICLE XVII – TRANSITION

1) Notwithstanding any above provisions to the contrary, the transition of Students' Council to its new composition as specified under Article VII above shall proceed as follows:

a) Officers of the Students' Society and representatives of the students in the Faculty of Graduate Studies and Research who assumed office on July 1, 1968 under the Constitution then in effect shall continue in office until the beginning of the new fiscal year, June 1, 1969. Officers elected in March, 1969, shall take office on June 1, 1969 and shall hold office for the fiscal year. The two representatives of the students in the Faculty of Graduate Studies and Research elected in March, 1969 shall take office on June 1, 1969 and shall hold office until January 1, 1970.

b) Students' Council shall set a date for a by-election to fill the position of Vice-President (University Affairs), and the student elected therein shall hold office until June 1, 1970.

c) Except for the specific changes referred to in paragraphs 1 (a) and 1 (b) of this Article above, the composition of Students' Council shall remain unchanged from its state prior to the approval of this Constitution until January 1, 1970 at which time the composition shall become as specified in Article VII above. However, this shall not be interpreted so as to prevent by-elections being held before this date to fill positions vacated by resignation or impeachment. Notwithstanding the provisions of Article XII above, such by-elections held before January 1, 1970 shall be conducted in the same manner as were the original elections.

2) This entire Article shall be deleted from the Constitution on June 1, 1970.

This constitution was ratified by more than two-thirds of students who voted in November 1968 in one of McGill campus' largest election turn-outs. According to the old constitution, the University Senate, McGill's highest academic body, must accept all amendments once they have been passed by the student body. The Senate has not yet passed the constitution and several senators intend to fight against certain clauses, even though they have all been accepted by the students. Among these senators is Julius Grey, new president of the Students' Society. The clauses objected to most strenuously are those which negate the Senate's traditional right to approve or stop amendments to the Students' Society constitution, and those which grant representation by population to the different faculties.

The Students' Society of McGill University Electoral By-laws

I. Interpretation of By-Laws:

A decision of the Chief Returning Officer concerning the interpretation of these By-Laws shall be considered final.

II. Nominations:

All nomination forms must contain only the following statements:-

"We, the undersigned students, nominate.....
for the position of....."

Nomination sheets must be signed by the nominators together with their year and faculty and be countersigned by the candidate.

III. Campaigning:

(a) Each building on the campus has its own regulations for the posting of notices, posters, etc. Each poster must be authorized by the Director of the building concerned. In the case of the Arts Building, posters for the lobby bulletin boards may not be larger than 12 x 14 inches. Larger posters, however, may be placed on the table in the lobby.

(b) No election posters whatsoever may be placed on the outside bulletin boards, e.g., at Roddick Gates, Milton Street or McTavish Street entrances.

(c) No banners may be hung on University grounds.

(d) In the case of re-election, the rules relating to campaigning will be decided upon by the Chief Returning Officer and communicated forthwith to the candidates.

(e) No candidate shall make a speech to any class in the University until he has received authorization from the representative to the Students' Council of the School or Faculty concerned in the case of elections to the Students' Council of Faculty representatives, or from the Chief Returning Officer in the case of elections to the offices of President or Vice-President of the Students' Society or Chairman of the Students' Athletics Council.

(f) The use of handbills for election purposes is prohibited.

IV. Withdrawal:

A candidate wishing to withdraw must do so no later than seven days before the opening of the polls by tendering his withdrawal, in writing, to the Secretary-Treasurer of the Students' Society in person.

V. Conduct of the Polls:

Each Deputy Returning Officer is responsible for the conduct of his poll.

(a) He must remove all candidates' election posters, etc., from the general area of the polling station. Except to cast his own vote a candidate must not be allowed to linger in the general area of the polling station.

(b) He must ensure as far as possible the secrecy of voting and report any breach, or attempted breach, of the rule of secrecy, even if committed by the voter himself by announcing for whom he has voted or intends to vote.

(c) He must take steps (including if necessary the refusal to allow more than a single voter at a time at or near the polling station) to prevent disorderly conduct at or near the polling station, particularly if much disorderly conduct is of the nature to induce any voter to vote in a particular way. All incidents of disorderly conduct must be reported in writing.

VI. Scrutineers:

(a) Each candidate is entitled to the services of one scrutineer at the poll. Anyone intending to act in such capacity must present upon request of the D.R.O. an explicit written authorization signed by the candidate.

(b) A scrutineer is entitled to object to the conduct of the poll and to have his objection entered in the D.R.O. record.

(c) A scrutineer is entitled to challenge the right to vote of any person claiming to be an elector:

1. If the Deputy Returning Officer, after attempting to ascertain the validity of the challenge, permits such person to vote and the scrutineer continues to object, the D.R.O. must number the ballot issued and enter a corresponding number in his record with a statement of all the relevant facts. The validity of such a vote will remain unquestioned until such time as a recount is ordered.

2. If the Deputy Returning Officer refuses to allow such person to vote, that person, if there is time before the polls close, may appeal to the Chief Returning Officer or the Secretary-Treasurer of the Students' Society. If the Chief Returning Officer or the Secretary-Treasurer of the Students' Society ascertains that such person is entitled to vote, he will issue a certificate to that effect, which must be presented to the D.R.O. before voting. This right of appeal exists in all cases in which the person claiming to be an elector is refused a vote.

(d) A scrutineer who abuses his rights by acting in a totally unreasonable manner may be expelled from the poll by the Deputy Returning Officer. If the candidate for whom the expelled scrutineer was acting wishes to appoint a replacement he must issue a second written authorization to that effect.

(e) Each candidate is entitled to have one scrutineer present at the counting of ballots. A scrutineer so authorized is not permitted to participate actively in the counting. He may only observe, object if there is cause, and if necessary appeal to the Chief Returning Officer.

VII. Voting:

(a) The location of the polls will be published in the *McGill Daily*. Any poll, the location of which is not so published, will be deemed unofficial, and the ballots cast there will be of no effect, except if all candidates concerned agree otherwise.

(b) On the day of election the polls will be open from 9:00 a.m. to 4:00 p.m., unless the Chief Returning Officer otherwise provides and publishes notice to that effect in the *Daily*. Any application by interested persons to alter the normal voting times must be made to the Representative to the Students' Council in the School or Faculty concerned, or to the Chief Returning Officer, at least seven days before the opening of the polls.

(c) At 4:00 p.m., or at the time otherwise designated by the Chief Returning Officer for the closing of any poll, those electors who are waiting to vote may do so, but no elector shall thereafter be admitted to the waiting line.

(d) An elector may vote only in one of the polls provided for the School or Faculty in which he is enrolled, unless special provision is otherwise made by the Chief Returning Officer and published in the *McGill Daily*.

(e) Under no circumstances whatever shall a student be permitted to vote without his student identity card. No appeal in this matter from the Deputy Returning Officer will be considered.

(f) Each qualified elector wishing to vote must do so in

person. Voting by proxy is prohibited. Any contravention of this rule will expose both the proxy and the principal to disciplinary measures to be determined by the Students' Council.

(g) A record shall be kept of every person voting in an election by a method to be determined by the Chief Returning Officer.

VIII. The Count:

(a) No ballot shall be counted in the presence of less than two persons.

(b) A ballot will be rejected if:

1. the marking used to indicate preference for one candidate be other than an "X".
2. more than the required number of candidates be indicated in any way by the voter.
3. the marking, otherwise regular, be placed anywhere but in one of the boxes opposite the names of the candidates.
4. the initials of the D.R.O. do not appear on the ballot paper, unless the Chief Returning Officer and the Returning Officer of the School concerned are both satisfied beyond a reasonable doubt that there is no discrepancy between the number of ballots legitimately cast and the number of ballots in the ballot box.

IX. Announcement of Results:

When the counting of ballots has been completed, the Chief Returning Officer will open the doors of the room being used for the count and will announce publicly the results of the elections. This oral communication will constitute the official announcement of the results of the elections.

X. Protest:

All complaints, protests, or petitions for recount must be made to the Chief Returning Officer or to the Secretary-Treasurer of the Students' Society no later than seven (7) days after the closing of the polls. They must be in written form and signed by the candidate.

XI. Re-Elections:

(a) In the event of a tied vote there will be a re-election in which only those candidates tying will be allowed to run.

(b) A re-election may also be held on the decision of the Students' Council in the event of any irregularity.

MEMORANDUM

The Students' Council has laid down certain regulations in connection with the publicizing of extracurricular events on the campus.

- (a) Stickers may not be placed on any of the buildings of the University (including the Currie Gym).
- (b) Posters may not be placed on trees but must be placed on the University notice boards, and must not exceed 12" x 18" in size.
- (c) Banners are not to be suspended on or between trees.
- (d) Sound trucks will not be permitted on the grounds at any time.

Permission to distribute handbills on the campus must be obtained from the Students' Council. Handbills left strewn on the grounds must be removed before twelve noon of the same day.

Student Services

1. ACADEMIC & PERSONAL COUNSELLING

(a) FACULTY OF ARTS & SCIENCE

(i) Freshman Advisory Service

Available to all beginning students entering the first or second year of the Faculty of Arts & Science and Commerce. The two-day programme includes group meetings, assistance in course selection and planning, personal interviews, campus tours and social hour. This service is available from early August until registration.

(ii) Pre-Registration Counselling

Students continuing into 2nd, 3rd or 4th years of the Faculty may consult specially designated members of Faculty during the week prior to registration. Advice is available on problems concerning course selection and degree requirements. Signs indicating the locations of these members of Faculty (by Divisions) will be found in the foyer of the Leacock Building.

(iii) Faculty Counsellors

Each first year student is assigned to a member of Faculty, the object of which is to provide the student with access to a member of the academic staff with whom he can discuss any problems he may have and who can refer him to more specialized guidance services if necessary. Freshmen must meet with their counsellor at least once during the first term; further meetings may be arranged by mutual agreement as required. Many students maintain this contact throughout their years in the University. Freshmen will be notified early in the session of their tutor's name and meeting time.

(iv) Faculty Advisers

Faculty advisers are on hand at registration to advise students and approve course combinations. They are also available for consultation throughout the academic year, by appointment. The permanent Faculty advisers are as follows:

Physical Sciences: Professor R.F. Robertson
(Chemistry)
Room 312, Otto Maas
Chemistry Building.

Social Professor F. Kunz

Physical Sciences: Professor R.F. Robertson
(Chemistry)
Room 312, Otto Maas
Chemistry Building.

Biological Sciences: Professor R. Middleton
(Genetics)
Room W-519, Stewart
Biology Building.

Social Sciences: Professor F. Kunz
(Economics & Political Science)
Room 430, Leacock
Building.

Humanities: Professor A. Heuser
(English)
Room W-150,
Arts Building.

Commerce: Professor A.R. Marshall
(Accounting)
Room 37, Purvis Hall.

Location: 522 Pine Avenue West Local 5119

Director: Professor E.C. Webster Local 5110

Assistant Director: Mr. E. Burnett Local 5111

(v) Rooms Registry

This service is operated on behalf of the University by the McGill Alumnae Society, under the direction of Mrs. E. Dunlop. It keeps a register of inspected lodgings of various kinds and assists students in finding accommodation other than University residences. Students wishing to make use of this service must apply in person to the Rooms Registry. This year the service will be located in Rooms 123 and 124 in the University Centre, 3480 McTavish Street, and will be in operation from August 26th to September 27th, Monday to Friday inclusive, from 10:00 a.m. to 4:30 p.m.

(vi) Placement Service

This service assists members of the graduating class seeking permanent employment on graduation, and undergraduates seeking summer employment or part-time work during the session.

Location: 3374 University Street
Director: Mr. Rowan Coleman Local 4824

(viii) University Bookstore

The McGill University Bookstore is located in the basement of the University Centre on McTavish Street. It carries a complete stock of textbooks and other materials and supplies. It is administered by the University and all profits are turned over to the Students' Society.

Manager: Mr. G.A. Ramsay Local 4700

(viii) Religious

PASTORAL COUNSELLING CENTRE

This is a new service starting this year and operated by the McGill University Chaplains' Association.

The Centre provides a resource for dealing with the pressures and problems of life in family, community and university. Primarily this takes the form of personal counselling, and when appropriate, referral to other services within the University and community.

The Centre is open to all students without regard to religious persuasion. Services other than personal counselling include:

1. A reading room containing a wide range of books and journals in the field of personal growth, and ethical problems in human relations.
2. Frequent group meetings offering informed opinion, and the opportunity to share ideas.
3. A series of marriage preparation seminars.

The Centre is open, and at least one of the staff members is present, between 10.00 a.m. and 4.00 p.m., Monday to Friday. Students are welcome to drop in at any time, or telephone for an appointment.

Location: 3467 Peel Street Local 5890

II. GENERAL COUNSELLING & ALLIED SERVICES

(i) Dean of Students

Dr. C.D. Solin is Dean of Students. He is available for consultation with individual students who wish to discuss problems with him not already provided for by one or other of the existing services. Students are invited to make use of the services of Dr. Solin's office, located in Room 221, Administration Building, Local 5287/8.

(ii) Student Counsellor and Student Aid Office

Student Counsellors are available to students of all Faculties for discussion or consultation on any problem of a non-academic nature, confidential or otherwise. Referral to more specialized counselling is made where this is deemed advisable. The Student Aid Office handles all matters relating to financial assistance (scholarships, bursaries, and loans), whether University, Provincial or Federal. Located in Room 110, Administration Building, Dr. E.C. Knowles (local 5256); Mr. J. S. Kennedy (local 5258).

(iii) University Health Service

The University Health Service consists of a main clinical centre at 517 Pine Avenue West and infirmaries at Royal Victoria College (women) and Macdonald College.

The service provides treatment for minor illness and accidents. It also contains a Mental Health Service section offering professional help and confidential advice and assistance through Staff Psychiatrists for students with emotional or psychological difficulties.

The Health Service cannot undertake the care of serious illness beyond initial diagnosis and emergency treatment. When necessary, the patient will be referred to a physician of his choice or to the public service of a hospital. The cost after referral is then the student's responsibility. The cost of medical examinations carried out at the Health Service and of medical care obtained through its general or mental health clinics is covered by the University Health Service fee.

Health Service - 517 Pine Avenue West

Dr. J.G. Lohrenz, Director
Royal Victoria College

Local 5444
Local 4537

iv) Guidance Service

The primary role of the Guidance Service is to help students resolve problems involving educational and vocational decisions. The solution to many such problems is dependent upon satisfactory resolution of personal and social problems. The service should not be regarded as dealing solely with educational and vocational problems.

The Guidance Service is supplementary to other consulting and advisory services. Staffed by psychologists, it offers a professional service for students who have been referred by members of the staff or by other services on the

campus. It is not intended to take the place of other advisers but is to be used when required or appropriate.

The Guidance Service includes an occupational library available to all students. It is collecting a stock of university calendars which may be useful to students interested in other Canadian or American universities. A beginning will be made in the fall of 1968 to provide instruction in effective reading and study.

(v) General Course Counselling

The office of the Associate Dean (Student Affairs), located in Dawson Hall, provides information and advice on all matters pertaining to programmes of study within the Faculty. Trained personnel are available to answer questions and offer guidance each weekday from 9.00 a.m. to 5.00 p.m.

(vi) Premedical Advising

Students intending to study medicine or dentistry are advised to discuss their plans with competent personnel located in the Associate Dean's office.

III. OTHER SERVICES

(a) TUTORIAL SERVICES

(i) Faculty of Arts & Science

The Arts & Science Undergraduate Society, with the co-operation of the Faculty, sponsors an extensive Tutorials Programme; its services are available to all Arts and Science students, commencing about the middle of the fall term. Students may be tutored by senior Honours and graduate students specializing in the majority of fields within the Faculty. Sessions are approximately one hour in length, and two to five students are tutored at each session. The cost to the student is minimal (\$1 per session for a minimum of five sessions), the Society and the University by joint agreement financing the difference between the nominal fees and the tutors, honorarium. Students wishing to be tutored and tutors must register with the Secretary to the Head Tutor at Dawson Hall.

(ii) Faculty of Engineering

In the Faculty of Engineering, twenty-five to thirty Fourth and Fifth year students of high calibre hold two tutorials per week in all First, all Second and some Third year courses. There is no fee for these tutorials. Watch for notices in the Engineering Building.

(b) FACULTY OF ENGINEERING

An academic counselling service is available for students of the first year in the Faculty of Engineering (including the School of Architecture). Members of staff and upper year students working together provide assistance in academic matters and can give helpful advice in dealing with other problems. All students seeking assistance and advice in coping with personal problems should consult the Associate Dean (Student Affairs), Faculty of Engineering, Macdonald Engineering Building.

(c) OTHER FACULTIES

The other smaller Faculties have arrangements for providing advice and guidance to their own students. Further information should be obtained by students through the office of the Dean of the Faculty in which they are registered.

The Board rules; Senate governs

In theory, McGill University is governed by two separate bodies with two separate spheres of jurisdiction. Senate is the "academic" authority. It establishes and abolishes departments or faculties, formally grants degrees, makes representations to the Quebec government on academic questions, and is in charge of student discipline. The Board of Governors is responsible for finding money, allocating it to buildings or projects, or investing it. The Board must approve all staff appointments, promotions, and dismissals.

In fact, he who pays the piper calls the tune. The Board rules and Senate governs.

Senate operates within the framework laid down by the Board and in practice even the powers it exercises at the pleasure of the Board are decentralized among departments and faculties. Under normal circumstances faculties jealously guard their "autonomy", and Senate has respected this religiously as a traditional principle of university government. Much of the power not so dissipated is delegated to a few key units of Senate's complex committee system. Most important of these are the Academic Policy Committee, which has been given independent legislative authority on some academic matters, and the University Development Committee, in charge of physical expansion.

An indeterminate amount of discretionary power lies with Senate's executive officers: Rocke Robert-

son, the principal; Michael Oliver, Stanley Frost, Harry Dion and Robert Shaw, the vice-principals; and the deans of the faculties. The power of these men is specially important when Senate become so bogged down that it takes six months or more to process an item of business.

This is what happened last year. On October 31st, 1968, Senate, meeting for the first time in open session, set itself a new agenda. At time of printing that agenda has not yet been completed.

Various people blame this on various things. Many faculty senators blame it on increased size - in October, Senate was more than doubled to a membership of sixty-two. Other senators, such as ex-deans Harry Woods (Arts and Science) and Maxwell Cohen (Law) have said on several occasions that Senate could function efficiently if the student representatives (eight of them took seats for the first time last October) would stop "obstructing" and "let Senate get on with its business".

The Woods-Cohen analysis is closer to the truth.

Over a period of several years students became increasingly dissatisfied with the orientation of the university and therefore found themselves coming in conflict with its administrators. They began to demand power - the power to fundamentally reorient McGill.

In October 1968, as a concession to student pressure, the adminis-

tration gave students eight of the sixty-two seats on the new Senate.

A conflict immediately arose between two roughly defined groups of senators: one small faction, mostly students, determined to use their position to make radical change, and another much larger group of conservative faculty and administrators generally content with the status quo.

Senate ground to a halt.

The conservative majority continually rejected the student proposals and the students stubbornly refused to bow to weight of numbers. They deluged Senate with a flood of proposals which sparked endless debate, dooming the agenda from the start.

The student representatives had no success in changing the nature of the university. The only real affect their presence had on the government of McGill was to transfer more power to individual administrative officers, principally, Robert Shaw.

The students' success was that significant issues were brought up and publicly debated. The McGill administration was forced to make its position clear to students, staff, and the people of Quebec.

As a forum for the expression of ideas, and the clarification of opposing opinions, Senate was valuable. As a decision making body, its demonstrated inability to deal with any issue, and the powerless position of student representatives, makes Senate an unlikely instrument for social change.

members of senate

Ex Officio

The Chancellor
The Principal

Vice-Principal
Vice-Principal
Vice-Principal

The Deans of Faculties

Dr. Howard I. Ross
Dr. H. Locke Robertson

Professor S.B. Frost
Professor M.K. Oliver
Mr. R.F. Shaw

Dean H.G. Dion
Dean E.J. Stansbury
Dean J. McCutcheon
Dean E.G. Jay
Dean C. Wayne Hall
Dean G.L. d'Ombra
Dean R.E. Bell
Dean J.W. Durnford
Dean Maurice McGregor
Dean Helmut Blume
Dean H.I. Ross (Acting) to 1/9/69

Dean C.D. Solin

Planning and Development
Academic
Administration

Agriculture
Arts and Science
Dentistry
Divinity
Education
Engineering
Graduate Studies
Law
Medicine
Music
Management

Dean of Students

Elected Members

From the Board of
Governors

Mr. K.H. Brown
Mr. William Brown
Mr. S.M. Finlayson
Mr. Taylor Kennedy
Mr. Edward C. Wood

Faculty of Agriculture

Professor Helen Neilson
Professor B.P. Warkentin

Faculty of Arts & Science

Professor Alec Lucas
Professor C.D. Gordon
Professor H.J. Maitre
Professor R. Vogel
Professor Frances Henry
Professor P.R. Grant
Professor Valerie Pasztor
Professor J.D. Metrakos
-to be elected-
Professor S. Orvig
Professor L. Yaffe
Professor Trevor Lloyd
Professor D. Brindra

Division I (Humanities)

Division II (Social Sciences)

Division III (Biological Sciences)

Division IV (Physical Sciences)

Member at large
Member at large

Faculty of Dentistry

Professor M.A. Rogers

Faculty of Divinity

Professor G. Johnston

Faculty of Education

Professor E. Pedersen
Professor J. Widdop

Faculty of Engineering	Professor L.G. Jaeger Professor T.J.F. Pavlasek Professor M.E. Weber Professor H.H. Yates	
Faculty of Grad. Studies	Professor D.E. Woodsworth	
Faculty of Law	Professor D.W.M. Waters to be elected	
Faculty of Management	Professor P.J. Sandiford	
Faculty of Medicine	Professor D.V. Bates Professor J.C. Beck to be elected	
Faculty of Music	Professor I. Anhalt	
<u>Student members</u>	Mr. David White Mr. Paul Caron Mr. Harry Edel Mr. Peter Foster Mr. Julius Grey Mr. Nigel Hamer Mr. Robert Hajaly Mr. Ian Hyman	Macdonald College Students' Society McGill Students' Society
<u>Members with voice but no vote:</u>		
Warden of the Royal Victoria College	Miss Helen C. Reynolds	
Director of Continuing Education	Professor E.C. Webster	
Director of University Libraries	Mr. Keith Crouch	
Vice-Deans of the Faculty of Arts & Science	Professor J. Trentman Professor G.A. Ferguson Professor W. Hitschfeld The Registrar	Humanities Social Sciences Biological Sciences Physical Sciences
Assistant	Mr. G. Higginbotham	

Senate Committees

McGill students last year obtained seats on Senate, the highest "academic" authority in the university. There are eight student senators; seven represent the Montreal campus, and one is from MacDonald College. They have been attending meetings since October of last year, but they have been unable to accomplish anything significant for their constituency as yet. Their performance is not likely to improve so long as students hold only eight of the sixty-two seats.

Senate delegates much of its work and some of its power to a host of committees and sub-committees. Students have been represented at this level of university government (generally in similarly - out numbered proportions) for two years.

Which committees have student representation? Are students succeeding in influencing the direction of McGill policy at this level? Is anything at all being done?

Ian Hyman, one of the student Senators from the Montreal campus and last year's External Vice-President, gave *Student Handbook* brief summaries of most Senate committees. Each resumé gives the purpose of the group, the ratio of students to the total membership of the committee, and an appraisal of its performance.

The *Academic Policy Committee*, chaired by Vice-principal Oliver, considers all questions affecting academic policies and programs. The group meets every two weeks and is considered by Hyman to be a relatively liberal committee. Students hold three of the fifteen places, but were unable last year to present any major policies.

The *Development Committee* will have a new chairman in Stanley Frost this year. It is this group that determines construction of new buildings on campus, and of the nineteen members, only three are students. Its past performance is mixed. While the group tends to waffle on most issues, it is sympathetic to student housing demands. Meetings of this committee are closed.

There are three students on the fifteen-man *University Bookstore Committee* whose task it is to advise on policy for the operation of the book-selling operation on campus. Chaired last year by D.E. Armstrong, the group met irregularly, but managed to add an Arts Bldg. annex in September to accommodate the influx of book buyers. The group is hampered by the physical limitations of the present bookstore facilities.

Chaired last year by Stanley Frost, the *University Libraries Committee* meets once a month of define policy for the entire library system at McGill. Hyman

assesses this group as a poor one because so many student recommendations were shelved. But the increase in library hours can be attributed to student advocacy. Students hold three out of twenty-nine places on the Committee.

The *University Placement Committee* was unable to accomplish anything this year. Its task is to advise on the operation of the Placement Service, but the constant job shortage in Montreal makes the group's suggestions futile ones. Chaired by T.J. Pavlasek, the committee has three student representatives out of a total membership of thirteen.

The *University Scholarship Committee* has a record of being unsympathetic to student suggestions. The purpose of the group is to set policy and criteria for the awarding of scholarships. This group has a membership of twenty-seven of which only three are students. The committee was chaired last year by J.R. Mallory.

The *Committee on Student Health* is chaired by J.C. MacDonald and has three students out of a total of fourteen members. The one or two meetings held this year were for the most part unproductive.

The *Committee on Sessional Dates* sets the dates for the academic year. It has one student out of a total membership of twelve. Chaired by the Registrar, the group meets once a year and essentially rubber-stamps the recommendations made to it by the Administration.

Students have parity on the *Student Counselling Services Committee* which was chaired last year by C.D. Solin. The group meets about once a month to supervise the running of the Student Counselling Office. The reaction to most student proposals was judged to be hysterical. Discussions are still under way, however.

The *Communications Committee* was judged to be extremely good. It was set up to supervise the information Office, the *Reporter* and publications generally. Although students hold a mere three places out of the sixteen, many student proposals were accepted - some unanimously. Among the notable suggestions were proposals for the publication of detailed course descriptions and a policy for the *Reporter*. The group was chaired last year by Vice-principal Shaw.

The *Nominating Committee* is the most important group on Senate because it selects members for all Senate Committees. It meets once a month. The two students on the Committee were chosen by the student senators instead of Council and this move was against the wishes of the students on Senate. Hyman condemns the group as being dishonest, haphazard and conservative. He and Robert Hajaly, the other appointed student have not attended meetings at the request of Council. This action was taken when meetings of the committee were not made open. At present, students have two seats on the seventeen man group.

The *Gault Estate Management Board* is chaired by F.S. Howes. It is the purpose of this group to advise on the running of the Gault Estate in St. Hilaire. There is one student out of a total membership of eight. The most notable problems on this committee have been the policies involving the use of the property by local French inhabitants in St. Hilaire. The group meets approximately once a month.

The *Committee on the Continuing Review of University Government* has four student representatives. The other eight are chosen by Senate and the Board of Governors. Its task is to make recommendations on changes in the structure of university government. The Chairman has not yet been elected and as the committee is a new one, its performance cannot be evaluated.

The *Educational Procedures Sub-Committee* has had a very poor record. The group limits its con-

McGill students are now represented, if only in token numbers, on a large number of Senate committees. Perhaps more important to an understanding of university power relations is the list of the ten on which students are not seated. They usually meet behind closed doors.

They include the University Admissions Committee, which decides who gets to study here, under what conditions and with what criteria; the Standing Committee on Retirements, which decides which professor gets the axe at age sixty-five, and who is capable of carrying on and for how long; the Committee on Research, which deals with staff members, "scholarly" activities (cf the index of war research printed in this handbook); and the Committee of Deans, which meets every Tuesday morning in the Faculty Club (no students admitted) and advises Principal Robertson on the "day-to-day" operation of the university.

The Board of Governors also has a committee system. Committees include one for investments, which is in charge of finding good places to invest the university's \$100 million endowment fund (and the quarter million dollar Students' Society surplus). Last year, for example, the Governors saw fit to invest more than one million dollars in Lockheed Aircraft Corporation, which manufactures aircraft for use against the people of Viet Nam, but declared student housing an "unwise" investment.

There are no students on the Board of Governors, nor on any of its committees.

derations to petty issues rather than re-evaluating the university's teaching methods. Out of a total of fourteen members, only three are students. The group is chaired by Miles Wisenthal.

The Sub-Committee on Year-Round University Operation was set up to investigate the trimester and similar systems, but has not yet met. There will be six students out of a total membership of twenty-nine. The Chairman of the Committee has not yet been chosen.

The Sub-Committee on the Use of the French Language at McGill has not yet met. The group was set up to investigate the extent to which French could be used in the teaching of courses. Of the total membership of fifteen, about three places are held by students. The committee is chaired by Prof. Trentman.

Professor Maxwell is the Chairman of *Student Libraries Liaison Sub-Committee* which was set up to deal with routine problems encountered by students in the library. The performance of the group has been generally productive and a few proposals have been adopted.

The Space-Allocations Sub-Committee is assigned the task of allotting space to expanding departments in peripheral university buildings. The group was not unsympathetic to student proposals but of the total membership of seven, only one place is held by a student. Its performance was limited by the nature of its work but was judged adequate.

The thirty-four men on the following pages are members of the Board of Governors, supreme governing body of the University. In all, the Board has forty members. Senate elects five of its members to sit on the Board. One seat is vacant, as a new Chancellor to replace Howard Ross has not yet been chosen. Informed speculation is that the Chancellorship will go to a Governor, G. Arnold Hart, chairman of the board of the Bank of Montreal.

In theory, the Board's power over the university is absolute. In practice, its influence is more subtle, more indirect, but nevertheless considerable. Look closely at these men, for to understand who they are is to understand McGill University.

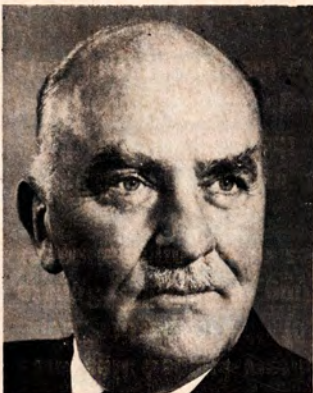


Bernard Alexandor

Associate Counsel: *Gowling, MacTavish, Osborne and Henderson*

Treasurer: *A.J. Freeman Ltd.*

Other interests: president, Canadian Welfare Council; director, Perley Hospital (Ottawa); former (1950-61) director, Ottawa Philharmonic Orchestra; former (1950-61) director, Ottawa Community Chest.



D.W. Ambridge

Honorary chairman and former president (1946-63) and chairman (1963-67): *Abitibi Paper Co. Ltd.*

Director: The Royal Bank of Canada, Montreal Trust Co., Canadian Security Growth Fund Ltd., Canron Ltd., Canadian Petrofina Ltd., Canada Steamship Lines Ltd., Canada Malting Co. Ltd., Canadian Gas and Energy Fund Ltd., Taylor Woodrow of Canada Ltd.

Other interests: member, National Industrial Conference Board; chairman, Canadian Heart Fund; member, Board of Trustees, Toronto General Hospital.

the board of governors of McGill University



Henry G. Birks

Chairman and former (1944-1967) president: *Henry Birks and Sons Ltd.*

President: Birmanco Ltd., Central Investment Corp.

Director: RCA Victor Co. Ltd., Bruck Mills Ltd., Uniroyal Ltd., Robert Morse Corp., Henry Birks and Sons (Montreal) Ltd.

Honorary director: Royal Trust Co.

Other interests: former (1944) president, Montreal Board of Trade; former (1948-49) president, Canadian Chamber of Commerce.



G. Maxwell Bell

President: *Calgary "Albertan"*

Chairman of the board and former (1959-66) president: F.P. Publications Ltd. (which controls or owns the Toronto Globe and Mail Ottawa Journal, Winnipeg Free Press, Free Press Weekly, Calgary Albertan, Victoria Times, Victoria Colonist, Vancouver Sun, Lethbridge Herald)

Director: Canadian Pacific Railway Co., Free Press Weekly Ltd., The Jockey Club Ltd., Winnipeg Free Press Ltd., The Journal Publishing Co. of Ottawa Ltd., Sun Publishing Co. Ltd., The Globe and Mail Ltd., Northern Electric Co., The Bank of Nova Scotia.



G.W. Bourke

Chairman of the board and former (1950-62) president: *Sun Life Assurance Co. of Canada*

Honorary director: Royal Trust Co.

Director and member of executive committee: Canadian Pacific Railway Co.

Director: Bank of Montreal, Imperial Chemical Industries of Canada Ltd., Domtar Ltd.

Other interests: member, advisory board, Montreal General Hospital



Samuel Bronfman

President: *Distillers Corp.-Seagrams Ltd., Distillers Corp. Ltd., Thomas Adams Distillers Ltd., Seagrams Overseas Corp. Ltd., Four Roses Distillers Ltd. Globe Bedding Co. Ltd., Canada-Israel Securities Ltd.*

Director: Joseph E. Seagram and Sons. Ltd. Calvert of Canada.

Other interests: honorary president, Zionist Organization of Canada; honorary president, Federation of Jewish Community Services of Montreal; honorary president, Combined Jewish Appeal of Montreal; chairman, board of governors, Canadian Jewish Congress; vice-president and chairman of North American Section, World Jewish Congress; vice-president, World Federation of YMHAs and Jewish Community Centres; member, board of governors, Canadian Welfare Council.



Kenneth H. Brown

Partner: *Lafleur & Brown*

Director: Montreal Trust Co., Montreal Life Insurance Co., Canadian Stebbins Engineering and Manufacturing Ltd., Dominion Equity Investments Ltd., Domequity Fund Ltd., Dubonnet, Inc.



Norris R. Crump

Chairman of the board and former president: *Canadian Pacific Railway Co.*

Chairman: Canadian Pacific Investment Ltd., Canadian Pacific Airlines Ltd.

Vice-president, member of the executive committee, and director: Cominco Ltd.

Vice-president and director: Midland Simcoe Elevator Co. Ltd., Toronto, Hamilton and Buffalo Railway Co.

Member of the executive committee and director: Bank of Montreal

Director: Canadian Pacific Steamships Ltd., The International Nickel Co. of Canada Ltd., The Royal Trust Co., Canadian Investment Fund Ltd., Canadian Fund Inc., Canadian Pacific Oil and Gas Ltd., Canadian Pacific de Mexico S.A., Canadian Pacific (Bermuda) Ltd., Marathon Realty Ltd., Mutual Life Assurance Co. of Canada, Toronto Terminals Railway Co., The Soo Line Railroad Co.

Other interests: trustee, corporation of Bishop's University; member of advisory committee, School of Business Administration, University of Western Ontario; member of Committee of National Advisers, YMCA; governor, Montreal General Hospital; governor, Royal Victoria Hospital.



William Dodge

Secretary-treasurer: *Canadian Labor Congress*

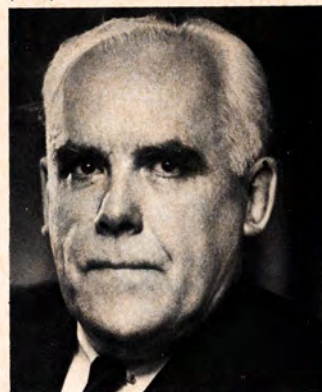
Thomas W. Eadie

Chairman of the board and former (1953-63) president: *Bell Canada*

Director: Bank of Montreal, The Royal Trust Co.

Former chairman: Trans-Canada Telephone System

Former president: Telephone Association of Canada (1945), Royal Canadian Institute (1948)





J.W. Eaton

Director and group vice-president, eastern operations: The T. Eaton Co. Ltd.

Director: The T. Eaton Co. of Montreal, The T. Eaton Co. Maritime Ltd., The T. Eaton Life Assurance Co., The T. Eaton Realty Co. Ltd., The T. Eaton Co. of Canada Ltd., The T. Eaton Acceptance Co. Ltd.

Other interests: member, corporation of Bishop's University



Stuart M. Finlayson

Chairman and chief executive officer: Canadian Marconi Ltd.

President: Canmar Investment Co. Ltd.

Director: John Inglis Co. Ltd., Peacock Brothers Ltd.

Other interests: president, Montreal Neurological Institute; past president, Montreal Children's Hospital



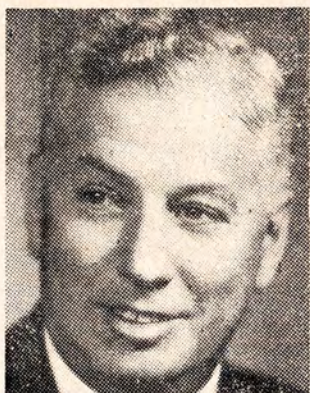
John A. Fuller

President: Jafco Investments Ltd.

Director: Bell Canada, United States Steel Co. (N.Y.), The Royal Bank of Canada, Montreal Trust Co., Rolls-Royce Holdings Canada Ltd., Sun Life Assurance Co. of Canada, Canada General Fund Inc., General Reinsurance Corp., The Sherwin-Williams Co. of Canada Ltd.

Former chairman: Shawinigan Chemicals Ltd. (1957-65), Shawinigan Water and Power Co. (1961-63 -- Shawinigan Water and Power became a subsidiary of Hydro-Quebec in 1963)

Other interests: member, National Executive Council, Canadian Manufacturers' Association; governor, Royal Edward Laurentian Hospital; governor, Welfare Federation of Montreal.



Drummond Giles

Former president (1949-61) and chairman of the board (1961-65): Cortaulds (Canada) Ltd.

Former president: TCF of Canada Ltd.

Other interests: was a director, Canadian exhibits, Canadian Corporation for the 1967 World Exhibition (Expo 67)



G. Arnold Hart

Chairman, chief executive officer, and former (1959-67) president: Bank of Montreal

Director: Canadian Cannery Ltd., Canadian Fund Inc., Canadian Investment Fund Inc., Canadian Pacific Railway Co., Cominco Ltd., Consolidated Bathurst Ltd., International Nickel Co. of Canada Ltd., Royal/London and Lancashire Canadian Advisory Board, The Steel Co. of Canada Ltd., Sun Life Assurance Co. of Canada Ltd., Uniroyal Inc., Western/British American Assurance Companies Group, Bank of London and Montreal Ltd., Commandant Properties Ltd.

Other interests: member of investment committee, Canada Council; member of board of governors, United Red Feather Services; governor, Sir George Williams University; governor, University of New Brunswick; director, Canadian Council, International Chamber of Commerce; member, The Royal Commonwealth Society, Montreal branch; member, Metropolitan Board of Directors: YMCA; member, Advisory Board, Rehabilitation Institute of Montreal; member, Board of Trustees, Quebec division, Canadian Red Cross Society; director, The Montreal Boys' Association; member, National Board of Directors, Canadian Cancer Society member, Canadian General Council, Boy Scouts of Canada; member, Advisory Board, Dollar-Sterling Trade Council



Arnold Heeney

Chairman: *Canadian section, International Joint Commission; preparatory committee on collective bargaining in the public service*

Was Canadian ambassador to the United States, 1953-57 and 1959-62; chairman, Civil Service Commission of Canada, 1957-58; ambassador and permanent representative of Canada to the North Atlantic Council and the Organization for European Co-operation, 1952-53; Undersecretary of State for External Affairs, 1949-52; Clerk of the Privy Council and Secretary to the Cabinet, 1940; Principal secretary to the Prime Minister, 1938-39

Other interests: former (1964) president, Canadian Institute of International Affairs; vice-president, Board of Management, Montreal Neurological Institute



Hon. Mr. Justice G. Miller Hyde

Judge: *Court of Queen's Bench, since 1950*

Practised with: Lafleur, MacDougall, MacFarlane, Barclay, Scott, Hugessen, MacKlaier, Chisholm and Hyde

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Other interests: member, Board of Management, Montreal General Hospital; governor, Trinity College School, (Port Hope, Ont.)
Was a director and honorary legal adviser, Federal Aircraft Ltd., 1940-46.



H.J. Lang

President: *Canron Ltd. (formerly Canada Iron Foundries Ltd.), Railway and Power Engineering Corp. Ltd.*

Director: Canadian Imperial Bank of Commerce, Canadian Marconi Co., Texaco Canada Ltd. The Wabi Iron Works Ltd.

Other interests: member, executive committee, Canadian Manufacturers' Association; past president, Hamilton Chamber of Commerce; governor, Appleby College (Oakville, Ont.); director, Federation of Catholic Charities Inc.



Peter Laing

Partner: *Smith, Davis, Anglin, Laing, Weldon and Courtois.*

Director: Commercial Trust Co., Uphill Ltd., The Montreal Star, St. Lawrence Sugar Refineries Ltd., Consolidated Bathurst Ltd.



Alan D. McCall

Chairman: *Drummond, McCall and Co. Ltd.*

Director: Canron Ltd.



Anson McKim

Director and former (1965-67) chairman: *Cortaulds (Canada) Ltd.*

Vice-president and director: General Investment Corp. of Quebec.

Director and member of advisory board: National Trust Co. Ltd.

Director: Consolidated-Bathurst Ltd., Miron Co. Ltd.

Former (1965-67) chairman: TCF of Canada Ltd.

Former (1952-60) president: Merck and Co. Ltd.

From 1929-40, he held various positions with Canadian Industries Ltd., including assistant general manager, cellulose products group.

Other interests: member, board of trustees, National Arts Centre; member, Quebec Arts Council; member, Canadian Institute of International Affairs; president, The Boys' Farm and Training School; vice-president, Montreal Children's Hospital.

Was deputy representative to the United Kingdom, Canadian Department of Munitions and Supply, 1940-42.



T. Rodgie McLagan

Chairman: *Canada Steamship Lines Ltd., Davie Shipbuilding Ltd., Canadian Shipbuilding and Engineering Ltd.*

Director and member of executive committee: Algoma Steel Corp. Ltd.

Director: Abitibi Paper Co. Ltd., Canadair Ltd., Canadian Liquid Air Ltd., Canadian Power and Paper Securities Ltd., Construction Equipment Co. Ltd., Canadian Foundation Co. Ltd., Foundation Co. of Quebec Ltd., Warnock Hersey International Ltd., The Royal Trust Co., The Royal Bank of Canada, National Drug and Chemical Co. of Canada Ltd., Hilton of Canada Ltd., The British Petroleum Co. of Canada Ltd., BP Canada, Ltd., The Sherwin-Williams Co. of Canada Ltd., Eastern Canada Stevedoring Ltd., Kingsway Transport Ltd., John N. Brocklesby Transport Ltd., North Shore Supply Co. Ltd., Superior Shipping Co. Ltd.

Other interests: former (1960-61) president, Canadian Manufacturers' Association.



A. Deane Nesbitt

Chairman and chief executive officer: *Nesbitt, Thomson and Co. Ltd.*

Director: Power Corporation of Canada Ltd., Trans-Canada Pipelines Ltd., The Goodyear Tire and Rubber Co. of Canada Ltd.,

Moffatt Ltd., Avco of Canada Ltd., Great Britain and Canada Investment Corp., Jas. A. Ogilvy's Ltd., Consolidated Bathurst Ltd., Manufacturers' Life Insurance Co., Pembina Pipeline Ltd., Canada Steamship Lines Ltd., Shawinigan Industries Ltd., "CHUM" Ltd.

Other interests: member, Board of Management, Montreal General Hospital.



J.G. Notman

Director and former chairman: *Canadair Ltd.*

Chairman: Westmount Life Insurance Co., Atlas Copco Canada Ltd., Liquid Carbonic Canada Ltd., SF Products Ltd.

Vice-president and director: Crown Trust Co.

Director: Allied Chemical Corp., Allied Chemical Canada Ltd., Canadian Imperial Bank of Commerce, Canadian Marconi Co., Chromium Mining And Smelting, Dorchester Commerce Realty Ltd., John Inglis Co. Ltd., Miller Construction Co., MLW-Worthington Ltd.

Other interests: director, Air Cadet League of Canada; director, Canadian Industrial Preparedness Association; director, Quebec Industrial Relations Institute; director, C.D. Howe Memorial Foundation; governor, Royal Victoria Hospital.



Jack Pembroke

Chairman of the board, chairman

of the executive committee, and director: *The Royal Trust Co.*

Vice-president and director: The Royal Trust Co. Mortgage Corp., Place d'Armes, Realty Co. Ltd.

Director: The Royal Trust Co. of Canada (London, Eng.), The Royal Trust Co. (Ireland) Ltd., The Royal Trust Co. of Canada (C.I.) Ltd., Royal Agencies Ltd., Bank of Montreal, Canadian Curtiss-Wright Ltd., Montreal Cottons Ltd., Canada and Dominion Sugar Ltd., Signet Fund (Bermuda) Ltd.

Chairman: Canadian Advisory Board, Commercial Union-North British Group of Insurance Companies.

Other interests: honorary member and former national president, Victorian Order of Nurses for Canada; vice-president, Montreal General Hospital; member, Advisory Committee, School of Business Administration, Bishop's University; governor, Welfare Federation of Montreal; director, Canadian Welfare Council.

Was Assistant Deputy Minister of National Defence and Chairman of the Dependents' Board of Trustees during World War II.



Wilder Penfield

Director, Montreal Neurological Institute, 1934-60; professor of neurology and neurosurgery, McGill University, 1928-54; neurosurgeon, Royal Victoria Hospital and Montreal General Hospital, 1928-54; associate professor of surgery, Columbia University, 1926-28 and assistant professor, 1921-26.

Author: *Epilepsy and cerebral localization*, 1941; *The Cerebral Cortex of Man*, 1950; *Epileptic Seizure Patterns*, 1950; *No Other Gods* (novel), 1954; *The Torch* (novel), 1960; *Speech and Brain Mechanisms*, 1960.

Was a Rhodes Scholar; BA (Oxon.) 1916; MD (Johns Hopkins) 1918; BSc and MA (Oxon.) 1920; holder of honorary degrees from McGill University, Université de Montréal, Bishop's University, University of British Columbia, Oxford University, University of Edinburgh, Université de Paris, University of Delhi; Chevalier, Legion d'Honneur (France), 1950; received diploma of membership in the Academy of Sciences of the USSR, 1959.



H. Roche Robertson

*Principal and Vice-chancellor:
McGill University.*

Director: Bell Canada.

Member: National Research Council.

Former surgeon-in-chief, Montreal General Hospital and chairman, department of surgery, McGill.



H. Greville Smith

Chairman: Wajax Ltd., United North American Holdings Ltd.

President: Elican Development Co. Ltd., Canadian International Investment Trust Ltd.

Director and former chairman and chief executive officer: British Newfoundland Corp. Ltd.

Director and member of executive committee: Bank of Montreal, Canadian Pacific Railway Co., The Royal Trust Co., Quebec Natural Gas Corp.

Director: Uniroyal Ltd., The Price Co. Ltd., The Steel Co. of Canada Ltd., Western/British American Assurance Companies Group.

Member: Canadian Advisory Board, Royal/London and Lancashire Group.

Former (1951-58) president: Canadian Industries Ltd.

Former (1949-52) member: Defence Research Board.



Edward Plunket Taylor

President: Argus Corp. Ltd., The Lyford Cay Co. Ltd., Windfields Farm Ltd.

Chairman: Massey-Ferguson Ltd., New Providence Development Co., Don Mills Developments Ltd., Greater Hamilton Shopping Centre Ltd., The Jockey Club Ltd., Trust Corp. of the Bahamas Ltd., Roy West Banking Corp. Ltd.

Director: British Columbia Forest Products Ltd., Domtar Ltd., Bass-Charrington Ltd., Dominion Stores Ltd., The Royal Bank of Canada, Canadian Breweries Ltd., Canadian Breweries (Great Britain) Ltd., Massey-Ferguson Holdings (London, Eng.), The Royal Bank of Canada Trust Corp. (London).

Other interests: member, executive council, Canadian Manufacturers' Association; member, board of governors, Canadian Council, International Chamber of Commerce; member, board of governors, Toronto General Hospital; president, Thoroughbred Racing Association Inc.; member, The Jockey Club (N.Y.); member, board of governors, Trinity College School; member, board of governors, Ashbury College.

During World War II, he was Joint Director-General of Munitions Production (Canada) and later Executive Assistant to the Minister of Munitions and Supply; president, War Supplies Ltd., Washington, D.C.; and was appointed president and vice-chairman of the British Supply Council in North America by Prime Minister Churchill in September, 1941.

Colin W. Webster

President: Canadian Import Ltd.

Chairman: Liquefuels Ltd., Weaver Coal Co.

Director: Massey-Ferguson Ltd., The Royal Bank of Canada, Montreal Trust Co., Pacific Petroleum Ltd., Domtar Ltd., Societe l'Air Liquide (Paris), Sun Life Assurance Co. of Canada, Toronto General Insurance Co., Traders General Insurance Co., Hawker-Siddeley Canada Ltd., Annis Furs (Detroit), Dominion Steel and Coal Corp. Ltd., Dominion Coal Co. Ltd., International Paints

(Canada) Ltd., Canadian General Insurance Co., The St. Lawrence Stevedoring Co., St. Lawrence Tankers Ltd., Canadian General Investments Ltd., Canadian Liquid Air Ltd., Toronto, Hamilton and Buffalo Railroad Ltd., MLW-Worthington Ltd., Napierville Junction Railway Co., Worthington (Canada) Ltd., Montreal Shipping Co. Ltd., Montship Lines Ltd., Stewart, Smith (Canada) Ltd., The Great Eastern Insurance Co., Canafund Co. Ltd., Claude Neon Advertising Ltd., Dominion Textile Co. Ltd.

Other interests: past president, Metropolitan Board of Directors, YMCA.



Edward C. Wood

Chairman: Sogemines Ltd.

President: Edwood Ltd.

Former president (1950-63) and chairman of the board (1963-64): Imperial Tobacco of Canada Ltd.

Director and member of executive committee: Texaco Canada Ltd., Wabasso Cotton Co. Ltd., Asbestos Corp. Ltd.

Director: Royal Bank of Canada, Imperial Tobacco of Canada Ltd., Northern Electric Co. Ltd., Toromont Industrial Holdings Ltd.

Other interests: vice-president, member of executive committee, and director, Canadian Council, International Chamber of Commerce; past chairman of executive council, Canadian Chamber of Commerce; life governor, vice-president, and member of management committee, Montreal General Hospital; governor, United Red Feather Services.



Gilles Sarault

Partner, Sarault, Pinchaud & Cimon, Ingénieurs Conseils.

Former (1961-62) president: Corporation of Engineers of Quebec.

Former chief engineer: Expo 67

Former chairman: electrical engineering department, Laval University.



A.J. de Grandpré

Executive vice-president (*administration*) and former vice-president (*law*): Bell Canada

Director: *Société Nationale d'Assurance, Toronto-Dominion Bank*

Former partner: *Tansey, de Grandpré, de Grandpré, Bergeron, Lavery, O'Donnell and Clark*

Life member: *Canadian Bar Association*

Other interests: director, Pulp and Paper Research Institute of Canada; trustee, Ecole des Hautes Etudes Commerciales; governor, National Theatre School; was counsel, Fowler Commission on Broadcasting.



George N.M. Currie

President: *Urwick, Currie and Partners Ltd.*

President: *Canadian Association of Management Consultants (1968-69).*

Other interests: member, Engineering Institute of Canada; member, Young Presidents' Organization; member of executive committee, Mackay Centre for Deaf and Crippled Children.

There can be little doubt that the men who run McGill also run this country

If there is a ruling class in this country, then these men are it.

Do they own Canada? Or just a controlling interest?

Either way, there can be little doubt that the people who run McGill also run this country. And the recent additions of a token scholar, two token Jews, a token labor leader, and most recently of all, two token French Canadians, don't change the character of the Board as a White Anglo-Saxon Protestant business elite group.

What are the companies that these men control? The International Nickel Company of Canada, Ltd. (G. Arnold Hart and Norris R. Crump, directors) is the world's largest producer of nickel. Its net profit in 1968 was \$143,745,000. It is largely American-owned and controlled. Most of the nickel it produces goes to the United States. By government order, 25% of that nickel is used for war production.

Working conditions in Inco's huge refinery in Sudbury, Ont., have been described as "something out of the coal mines in the 18th century" by Kenneth Valentine of the United Steelworkers of America. Concentrations of sulphur dioxide gas reach 200 parts per million in some areas of the plant -- five parts per million is considered

the maximum safe level. Ontario New Democratic MPP Morton Shulman sneaked inside the plant and said it was "just like Dante's inferno." Air pollution in Sudbury is so bad that no trees grow for miles around.

The U.S. Steel Co. (John A. Fuller, director) is the world's largest producer of steel, and is also a large American war contractor. In fiscal 1966 it received military contracts totalling \$69.5 million. The Steel Company of Canada (G. Arnold Hart and H. Greville Smith, directors) is Canada's largest producer of steel. Its 1967 net profit was \$46,732,814.

At the time of writing, workers at both Inco and Stelco are on strike.

Argus Corporation (E.P. Taylor, president) is the holding corporation for the Taylor empire. It owns substantial portions of Massey-Ferguson Ltd. (E.P. Taylor, chairman; Colin W. Webster, director), Dominion Stores Ltd. (E.P. Taylor, director), British Columbia Forest Products Ltd. (E.P. Taylor, director), and other large enterprises. Massey - Ferguson, through Massey-Ferguson (South Africa) Ltd., has large holdings in that apartheid country. Argus Corp. also used to own a controlling interest in the giant Canadian Breweries Ltd. (Brading, Carling, Dow, O'Keefe), until it sold out to Rothmans of Pall Mall Canada, the Canadian subsidiary of the British-South African tobacco firm.

Argus Corp.'s net profit for 1966 was \$7,545,432. Massey-Ferguson's net profit for 1966 was \$45,239,000. B.C. Forest's net profit for 1966 was \$10,204,000.

Argus also owns 14.2% of Hollinger Consolidated Gold Mines Ltd., which along with the American-owned Hanna Mining Co. and a cartel of American steel companies set up the Iron Ore Company of Canada to tear raw iron ore out of the ground in northern Quebec and Labrador and ship it to Cleveland to be smelted. The Quebec government reportedly collects a paltry seven cents a ton on the ore mined in this province, of which there was 4,100,000 tons in 1967. The head office of the Iron Ore Company of Canada is in Wil-

mington, Del., and its executive offices are in Cleveland.

Hollinger Consolidated also owns 7.5% of Noranda Mines Ltd., which carries out extensive mining operations in northern Quebec and elsewhere. René Lévesque, when he was minister of natural resources, described Noranda Mines' attitude to the people of Quebec as being "the same as the United Fruit Company's attitude to the people of Guatemala." A Noranda subsidiary, Mattagami Lake Mines Ltd., owns the town of Mattagami, Que. When a member of the company-controlled school board joined the unilingualist Mouvement pour l'Integration Scolaire in January, he was fired from his job with the company. In October, 1968, McGill University granted an honorary degree to John Ross Bradfield, chairman of the board of Noranda Mines.

Noranda Mines' net profit in 1967 was \$46,732,814.

The Bank of Montreal (G. Arnold Hart, chairman; G.W. Bourke, H. Greville Smith, Thomas W. Eadie, Jack Pembroke, and Norris R. Crump, directors) is at the centre of the oldest nexus of Canadian capital. The Bank's net profit in 1968 was \$18,060,995.

Closely associated with the Bank of Montreal is the Royal Trust Company, (Jack Pembroke, chairman; Thomas W. Eadie, T. Rodgie McLagan, Norris R. Crump, and H. Greville Smith, directors; Henry G. Birks and G.W. Bourke, honorary directors). The Bank now owns 10% of Royal Trust's capital stock. Royal Trust has investments in a wide variety of enterprises, and owns substantial chunks of everything from Supertest Oil to Meccano.

Another member of this group of corporations is the Canadian Pacific Railway Company (Norris R. Crump, chairman; G. Arnold Hart, H. Greville Smith, G.W. Bourke, and G. Maxwell Bell, directors), which has played a major role in Canadian history since generous handouts from the government of Sir John A. Macdonald brought it into existence in the 1880's. Aside from being one of the two major Canadian railways, it now owns an airline, steamships, a telecommunications system, and a chain of hotels.

In 1962, the CPR set up Canadian Pacific Investments Ltd. to operate its non-transportation interests, which include Marathon Realty Co. Ltd. (Norris R. Crump, director), Pacific Logging Co. Ltd., and Cominco Ltd. (Norris R. Crump, vice-president and director), a major world producer of lead, zinc, and chemical fertilizers. The combined net profit of the CPR and CPI was \$74,643,256 in 1967, down from \$90,314,147 the previous year.

Another major nexus of capital is centred in the Royal Bank of Canada (T. Rodgie McLagan, John A. Fuller, Colin W. Webster, Edward C. Wood, D.W. Ambridge, and E.P. Taylor, directors). The Royal Bank's net profit in 1968 was \$35,324,403.

The Canadian Imperial Bank of Commerce (H.J. Lang and J.G. Notman, directors) is the chief instrument through which Toronto has challenged Montreal's domination of Canadian capitalism. Its 1967 profit was \$32,900,000.

United Aircraft of Canada Ltd. (G. Arnold Hart, director) manu-

factures helicopter parts for the U.S. Defense Department. Its PT-6 turbine engine powers the U-21A U.S. Army aircraft in service in Viet Nam. UAC's parent company, United Aircraft Corp., manufactures napalm at its subsidiary, the United Technology Center in Redwood, California.

Canadair Ltd. (T. Rodgie McLagan and J.G. Notman, directors) is the Canadian subsidiary of General Dynamics. It built \$45 million worth of parts for the U.S. military command's giant Lockheed C-5A fanjet transport. It is also building the vertical tail section, wing-pivot support caps, and the fins and rudders for the variable-sweep wing F-111 for use in Viet Nam. Numerous other Canadair war contracts include one for the CF-5 (Freedom Fighter) tactical fighter aircraft version of the Northrop F-5 now used extensively in Viet Nam.

Imperial Chemical Industries of Canada Ltd. (G.W. Bourke, director), the Canadian subsidiary of the British-owned Imperial Chemical Industries Ltd., control Canadian Industries Ltd. CIL manufactures bomb igniters, grenades, solid propellants for guided missiles, complete rockets, components for land mines and for underwater mines, military chemical agents, and herbicides. The company exports small arms, rocket and cannon propellants to the U.S. and ships explosives to U.S. artillery shell makers.

Bell Canada (Thomas W. Eadie, chairman; H. Locke Robertson, director) had a 1968 net profit of \$114,329,000. Bell owns Northern Electric Co. Ltd. (G. Maxwell Bell and E.C. Wood, directors), which makes radar coders for guided missiles. It has also designed and developed, low-noise parametric amplifiers for troposcatter communication systems and military search radar used by the U.S. Air Force.

It is interesting to note that twenty-three of these men are themselves graduates of McGill: J.G. Notman (BSc '22), Henry G. Birks, E.P. Taylor (BSc '22), G. Maxwell Bell (BCom '32), H.J. Lang (BSc '35), Arnold Heeney (BCL '29), Stuart Finlayson (BSc), Thomas W. Eadie (BSc '23), G.W. Bourke (BA '17), T. Rodgie McLagan (BSc '23), Bernard Alexandor (BA '28, BCL '31), A. Deane Nesbitt (BEng), D.W. Ambridge (BSc '23), H. Locke Robertson (BSc '32, MD '36), Peter Laing (BA '35), Anson McKim (BCom '24, BA '27), Drummond Giles (BSc), Colin W. Webster (BA '24), Kenneth H. Brown (BA '29), and Hon. Mr. Justice G. Miller Hyde (BA '26), Gilles Sarault (BEng '34), George N.M. Currie (BEng '51), A.J. deGrandpré (BCL '43).

The fact that McGill is run by the ruling class has far-reaching effects.

Last year these men were faced with the question of whether to use a choice building site for a badly-needed student co-op or to use it to house the Faculty of Management (with the upper floors rented out as office space).

Guess which way they chose. ●

legal rights

Introduction:

It is of great value to the student undertaking his studies to be aware of the many legal problems which may arise in his daily life. The purpose of this memorandum is to outline a student's rights in those matters with which he is likely to come into frequent contact. In this way, it is hoped that embarrassing situations may be foreseen and consequently avoided.

I - Lessor and Lessee Relations

In general, the best rule is always to obtain a written lease whenever possible, and to check its express terms before signing. It is impossible afterwards to attempt to get out of such a written contract by alleging that it had not been read at the moment of signing.

The written lease will generally stipulate such matters as the notice required to terminate, the rights and the responsibilities of the lessee and the amount and the period of rental payments. Unless the written lease contains an express provision regarding notice, no notice is required in order to leave the premises at the end of the lease. Normally, however, the lease will stipulate that three months' notice must be given. Such a provision must be rigorously adhered to. In the event that the lessee remains on the premises for eight days after the end of the lease without opposition from the lessor, the lease is automatically renewed, generally for one year. The same is true should the lessee omit or delay giving the notice required by his lease.

If it is not possible to obtain a written lease, either party may terminate the verbal lease by giving a notice equal in time to the

period of rent payment. For example, if the lessee pays his rent on a monthly basis, he must give one month notice in order to terminate the lease. Failure to give such notice brings on the tacit renewal of the lease for a period equal to the term of the first lease, but not in excess of one year.

Students are frequently required to enter into lease agreements for a period of one year, even though they only intend to stay for the duration of the academic year. For this reason, the right to sublet the apartment is of vital importance. In principle, the tenant always has the right to sublet, unless otherwise stipulated. Most written leases provide that the apartment may not be subletted without the owner's permission. It is advisable to try and have this clause struck before signing the lease, but owners will readily grant permission to sublet provided that the sublessee appears to be a reasonably good tenant. It is also in the interests of the lessee to assure himself that the sublessee is an acceptable person, because he remains responsible to the lessor for the balance of the lease term unless he is released from this obligation by the lessor. Therefore, it is wise to obtain this release in writing from the lessor whenever subletting.

During the term of the lease, the lessee is responsible for keeping the premises in good order, and making the small repairs which may be necessary. In law, the lessee must act as a "prudent administrator", that is, he must act toward the property as if it were his own. At the end of the lease, he must return the premises to the owner in the same condition in which he received them at the beginning of the lease, except of

course for reasonable wear-and-tear. He can be held responsible for any damage caused to the premises either by himself or by others.

While small repairs are the responsibility of the lessee, major repairs must be made by the lessor. Failure to do so on his part is not a justification for the lessee to withhold his rent. Rent must always be paid on time, even though the lessor does not carry out necessary repairs. The lessee's recourse is to put the lessor in default (in writing), and then using the summary procedures provided by law, either forcing the lessor to make the necessary repairs, or to cancel the balance of the lease or finally to recover damages for violation of the obligations arising from the lease.

It is to be noted that similar recourse is available to the lessor in the event that the lessee violates any of his obligations, particularly that of paying the rent. In addition, the lessor is within his rights to seize any moveables which may be on the premises in such a case. If the lessee leaves the premises before the end of the lease, the lessor may also seize such moveables up to eight days after their removal.

It is very important to note that in the event of fire, there is a legal presumption that it is due to the lessee's fault. It is possible to obtain a Tenant's Liability Insurance policy to cover the lessee in the event of fire. It is advisable for all tenants to have such a policy.

Finally, in the event that difficulties arise between landlord and tenant which cannot be resolved on an amicable basis, the tenant-lessee should communicate with the office of the Quebec Rental Board. If this recourse does not

prove satisfactory, the only other possibility is to communicate with a lawyer.

II - Responsibility for Debts Incurred

The general principle with regard to debts incurred by legal contract, is that the debtor is responsible unless he can prove that he was forced or defrauded into signing or incurring the obligation. This proof is extremely difficult, and responsibility for debts must be assumed.

Since many university students are minors, it is worthwhile to point out that a minor may also obtain relief from a contractual obligation by proving that it involved "lesion", that is that some unfair advantage was taken of him. This proof is also very difficult, and it is best to assume that a minor is generally responsible for debts incurred in the same way as a grown person. A minor should never incur a debt on the assumption that his young age will later enable him to escape payment.

Failure to pay a debt incurred legally will make the debtor liable to legal action for damages. If judgment is obtained against the debtor, it may be enforced either by seizing any property which he may have or seizing his salary if he is employed. The latter case would apply to students particularly during the summer months.

III - Police Search and Seizure

A search warrant issued by a judge is necessary for a police officer to be able to search private premises. An individual is within his rights to ask a police officer wishing to enter his premises to produce the warrant. If he does not have it in his possession, entry may be refused. If the police officer

has a warrant in his possession, he must be allowed to search the premises and remove any article but only those articles which are described in the warrant. Furthermore, a search warrant does not authorize the police officer to arrest any persons found on the premises, or to search any such persons.

The foregoing paragraph sets out the general rule. However, under the Narcotics Control Act a police officer has more sweeping powers, if he has obtained the issue of a Writ of Assistance under the Act. In such circumstances, he may enter and search any dwelling house in which he reasonably believes there are narcotics to be found. He may also search any person found in such a place, as well as seize and take away anything found therein. In the event that the building is not a dwelling house, the Writ of Assistance is not even necessary, and the police officer has the same powers even without a warrant of any kind. His powers of search and seizure are the same whatever the nature of the drugs involved may be. In carrying out such search and seizure, the police officer is entitled to secure the assistance of a janitor or any other person exercising similar functions.

As to possible charges and penalties under the Narcotics Control Act with respect to marijuana, hashish and psychedelic drugs, the Act does not differentiate in any way among these various drugs. Every person found in illegal possession of any narcotic is liable to

imprisonment for seven years. In addition, any person who traffics in narcotics or has in his possession narcotics for the purpose of trafficking is liable to imprisonment for life. The import or export of any narcotic incurs a penalty of not less than seven years' imprisonment. And finally, the culture of marijuana would incur an imprisonment of seven years. These are the possible and maximum penalties under the Act, but in practice the prison term imposed for mere possession of marijuana will be much less than seven years. It is very difficult to determine beforehand what a judge will mete out in any given situation, as each case will be judged on its merits. However, one should bear in mind a certain tendency to hand out severe sentences to young drug offenders.

IV - Assembly, Demonstration and Picketing

Rights in this area are essentially defined and restricted by two sources, municipal regulations and the Criminal Code.

The by-laws of the City of Montreal provide that no demonstration, parade or procession may take place without a special permit from the Director of the police department. This permit must fix the hour and the route to be followed, but this is the extent of the matters which the permit may regulate. There are no exact criteria for determining the powers which the police department may exercise in similar circumstances, and it is advisable whenever a demonstration is being planned to negotiate with the police and to attempt to reach a reasonable understanding as to the time and route. On the other hand, this power to issue a permit does not

include the authorization to control the nature of the demonstration, nor to approve the slogans or the placards to be used or carried by the participants, with the proviso that such slogans or placards be not libellous or obscene. While it is not necessary to inform the police of all the particulars relating to the demonstration, such as its purpose, the names of its organizers, and the organisational plans, it may be advisable to volunteer this information if it is requested and if it would insure healthy police cooperation. The general rule is that unless the purpose of the demonstration, the slogans or the placards are obviously illegal, the police have no say in determining the political colour which the organisers choose to give to the demonstration.

Failure to comply with the above stipulation relating to permits carries a maximum penalty of \$100.00 and costs in Municipal Court or, failing to pay fine, 60 days' imprisonment.

Furthermore, a demonstration may infringe on city by-laws if it obstructs traffic or endangers the peace. The police have total discretion in defining these infringements, which carry the same penalties as for failure to obtain a permit.

The Criminal Code contains provisions relating to unlawful assembly and riot. An unlawful assembly is a gathering of three or more persons for a common purpose, provided that such a gathering creates reasonable fears in the neighborhood that the peace will be directly or indirectly disturbed "tumultuously". This rather broad and vague definition leaves wide discretion to police officers in interpreting whether or not a demonstration constitutes an unlawful

assembly. In the present context, it would seem fair to assume that any demonstration may, at any moment deemed suitable or necessary by law enforcement officers, be considered an unlawful assembly and dispersed by force. An assembly which at the outset is legal may become illegal if the persons participating proffer threats of violence or disorderly conduct to police officers or passers-by. Anyone convicted of participating in an unlawful assembly is punishable by six months imprisonment or a \$500.00 fine or both.

A riot is, quite simply, an unlawful assembly which has begun to disturb the peace "tumultuously".

Disturbing the peace may include actual damage caused to persons or property, as well as shouting, fighting, swearing, singing or using insulting or obscene language. These items cover a wide range of actions, many of which are the normal by-products of even the most orderly and well-intentioned demonstration. Anyone convicted of participating in a riot is guilty of an indictable offense (which gives that person a criminal record) punishable by two years imprisonment. Police officers are authorized to use all the force they reasonably believe necessary to suppress a riot. In other words, their freedom of action in this regard is almost unlimited.

A riot may take on an even more serious tone should it involve twelve or more persons, for in this case a justice, mayor or sheriff or their lawful deputies (which may include police officers) must read the proclamation commonly known as the "riot act" to the crowd. This proclamation instructs the

crowd to disperse immediately. Failure to comply with this order within 30 minutes could lead to a conviction for which the maximum penalty is life imprisonment. Following the reading of the proclamation, peace officers and those called upon by them to lend a hand must disperse the crowd, and in this case have a completely free hand to do so as they see fit. This power is so vast that no civil or criminal proceedings may be instituted against them for any injury or death which results from their attempts to carry out their duties.

In many cases, a disorderly demonstration may be cause of damage to public or private property. Anyone who wilfully destroys or damages public or private property, or interferes with its use, may be accused of mischief. Mischief to public property is an offense punishable by imprisonment for 14 years, while mischief to private property carries an imprisonment of 5 years. In either case, should the mischief cause actual danger to life, the penalty is increased to life imprisonment.

Picketing is another frequent feature of demonstrations. Unlawful picketing may constitute intimidation, an offense which carries a maximum penalty of six months imprisonment and a \$500.00 fine. Intimidation is, among other things, picketing for the purpose of inducing someone to do something which he is not lawfully obliged to do or not to do something which he is lawfully entitled to do. In other terms, obstructing the entrance to a building by means of pickets can be deemed intimidation if the intention is as set out above.

On the other hand, it is perfectly legal to picket if the sole purpose of such picketing is to convey in-

formation. It is important to note that this must be the sole purpose of the picketing, for the moment that it constitutes an obstruction to free entry or exit from a place, or that the slogans or placards used are libellous, it may be considered as intimidation.

V - Police Questioning and Obeying Police Orders

Municipal by-laws in general give wide powers to police officers with regard to questioning and forcing people to circulate. Any person who is found standing or loitering upon streets or sidewalks may be requested by a police officer to move on, and should he refuse, he may be placed under arrest. Arrest would only occur if the person could not satisfactorily explain his presence and if he refused to move on. Any person who is stopped by a police officer at night in the streets of the city may be asked to account for his presence there and should he refuse to do so, he may be placed under arrest. In both of these situations, the person questioned by the police officer should provide the necessary answers, for failure to do so will lead to his arrest.

In general then, any individual who is questioned by a police officer or who is requested by him to circulate must do so. Failure to comply may lead to arrest. However, once a person has been arrested, he is within his rights to request to contact a lawyer before answering any extensive police questioning. In all cases, it is best to ask the officer at the moment of arrest the reason for the arrest, and as soon as he arrives at the police station, to request contact by telephone with a lawyer immediately. Should the arresting officer or the policeman at the station refuse to comply with his request, it is best to simply note who these officers are and to communicate

this information to a lawyer as soon as telephone contact is established. In any event, under no circumstances should the person arrested resist the police officer by using force, for this could prejudice any later recourse against that officer.

VI - Bail

Once an individual has been arrested for a crime, he may in almost all circumstances apply to a judge or a magistrate for bail. In the case of certain major crimes, such as murder, treason, sabotage or mutiny, bail may only be obtained from a judge of the Superior Court of Criminal Jurisdiction. Generally bail is refused to persons accused of such major crimes. In all these cases, however, it is entirely at the judge's discretion as to whether bail will be granted or not. The amount of bail is fixed according to the nature of the crime, its seriousness, and the criminal record of the accused. Bail must be put up in the form of cash or of security on immovables. However, it is always in the judge's discretion to release the accused "on his own recognizance", that is without a cash deposit, but simply on the guarantee that the accused will be present at his trial.

In the event of arrest, an individual should attempt immediately to communicate with a lawyer. The easiest way at that time to proceed with a bail application is to ask the lawyer to make the necessary arrangements. It is easier for him to make contacts, particularly since the arrested person will be hard pressed to do it from

jail. He will communicate with friends or members of the family who, according to the person arrested, may be of assistance in securing the necessary cash or guaranties. If no one is able to put up bail among the accused's family or friends, the lawyer will then contact a bondsman.

VII - Self-incrimination and recourse against police maltreatment

As mentioned earlier, the best advice when placed under arrest and questioned by a police officer is to say nothing. The person arrested should immediately request the right to telephone a lawyer, and continue to refuse to answer questions until the lawyer arrives and can advise. Any declaration which is made to a police officer may be used in evidence against the person arrested at his trial, and it is well to note that in Canada there is no legal provision similar to the United States fifth amendment.

If before legal assistance is obtained following arrest, the person arrested is subjected to maltreatment, he should inasmuch as possible not resist by the use of force. By being as observant as possible, he should attempt to obtain the numbers of the officers involved and/or their names for future reference. If such maltreatment leads to physical harm, it may be possible to take criminal or civil proceedings against the police officers in question. But this is an extremely delicate matter, and before proceeding, the individual harmed should consult a lawyer and assure himself that he has all the evidence required in order to obtain a conviction or condemnation. Otherwise, the Court will take a very dim view of such an action, and will tend to give the benefit of the doubt to the accused police officer. ●

This index is an abstract based on a paper entitled "Military-Funded Research at McGill", written by David Ticoll, a student member of the Tripartite Commission. The paper itself was submitted to a special meeting of McGill's Senate and was included in the minutes of that meeting. Copies of the original paper are available from the administration.

The figures presented are drawn from the most recent information available. This index is not complete. In many cases, for example, the total of the funds received by a professor is not available. Also, even though McGill claims that there is no secret research being conducted on campus, the reader will note several scientists, who until recently, were working secretly.

Abbreviations used:

DDP. Department of Defence Production (Canada)
 DRB. Defence Research Board (Canada)
 DRBMC. DRB aviation Medical Research Unit, McGill
 NRC. National Research Council (Canada)
 CCP. Canadian Commercial Corporation
 USN. United States Navy
 ONR. Office of Naval Research (U.S.)
 USArmy. United States Army
 USAF. United States Air Force

NASA. National Aeronautics and Space Administration (U.S.)
 DOW. Dow Chemicals (U.S.)
 AChem. American Chemical Society (U.S.)
 ARPA. Advanced Research Projects Agency, U.S. Department of Defence
 AER. Atomic Energy Research
 USAFOSR. United States Air Force Office of Scientific Research
 JHU. Johns Hopkins University
 USPH. United States Public Health

Professors of each department are listed alphabetically. A blank in the square labelled "relation to war research" indicates either

1. that the relation is unknown; or
2. that the relation to war is obvious because of the very nature of the research.

Quotations are either from contracts or from applications for funds.

Information compiled in August 1968.

Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
Department: CHEMISTRY					
John T. Edward	DRB	1965 1967	\$ 3,500	rocket propellants	compounds less liable to premature detonation
A. Fisenberg	(1)ONR	1968	\$25,000	"viscoelastic properties of polymers"	
	(2)ACChem	1968	\$16,600	same	
	(3)NRC	1967	\$10,000	same	
J.M. Goodings	DRB	?	\$ 6,000	Monoenergetic electron beam techniques, electron beam phenomena	"Studies of the chemical environment of satellites and rockets would be of value to defence research..."
S.C. Mason	(1)DOW	1965	\$ 6,000	behavior of particles suspended in liquids subjected to shear and electric fields; deformation, burst and coalescence of fluid drops	"ABC Warfare (aerosols, dusts, bacterial suspensions, detectors, decontaminants and pharmaceutical preparations); bioscience (e.g.
		1966	\$ 6,000		
		1967	\$ 6,000		

Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
	(2)AChem	1968 1965 1969	\$ 6,000 \$10,000 per year	under various conditions; shape and other properties of drops and bubbles at interfaces; preparation and properties of a variety of dispersions.	encapsulated microsphere can be used as model cells and bacteria, and in pharmaceuticals)"
	(3)DRB	1964 1965 1966 1967	\$10,220 \$10,640 \$11,500 \$12,100 (requested)		
	(4)NIH	1964 1968	\$ 9,700 per year	Rheology of Blood	
M. Onyschuk	DRB	1965 1967	? ?	reactions of methyl hydrazines	high energy propellants
L. St. Pierre	(1)DRB	1966 1967 1969	\$ 4,000 ? ?	polymer interface bonding	rocket propellants
	(2)NRC			same area	
H.I. Schiff	USAF	1961-1963	\$22,000	calibrations for mass spectrometers which will be fired in missiles; ion sensitivities.	missiles
A. Sehon	DRB	1968	\$ 5,000	"Molecular and cellular aspects of Transplantation Immunology"	"...basic knowledge of the mechanism(s) of transplantation immunology might be of direct value in the event of war or of a large scale disaster."
-also received funds from medical sources and NRC					
M.A. Whitehead	DRB	1965 1966 1967 1968	\$ 3,000 ? ? ?	"Inorganic heterocycles and complexes"	"compounds stable to temperature, bombardment and chemical attack." for ultrasonic apparatus and space units".
C.A. Winkler	DRB	1965 1966 1967 1968	\$ 4,200 \$ 7,500 \$ 3,000 \$ 4,000	active nitrogen	chemistry of upper atmosphere
-also NRC Funds for similar work					

Department: GEOGRAPHY

J.B. Bird	NASA	1963-1965	?	geographical photography of earth from satellites	"detailed interpretation of the appearance of...(a) Africa South of the Sahara... (b) Central Asia, with emphasis on structure, (c) Quebec, Province and Scandinavia, with emphasis on snow cover, (d) some other small areas of particular interest."
B. Garnier	ONR	1968-1969	\$19,398	tropical microclimatology	
T.L. Hills	(1)USN	1962-1968	\$113,774	nature and distribution of savannas	

Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
	(2)USArmy		loan of equipment		
	(3)USArmy	1965	\$ 4,587	preparation and publication of a directory	
F. Muller	(1)DRB	1967 1968	\$ 5,000 ?	"deformation of ice at high reduction and strain rates"	"of considerable practical value"
	(2)NASA	1963	\$ 6,000 \$ 5,000	glacier ice samples	
	(3)USArmy	1965	\$ 5,000	avalanches in Banff and Roger's Pass	
J.T. Parry	(1)DDP	1966- 1967	\$24,250	terrain analysis and classification in Australia, camps Gaggetown and Petawawa	
	(2)DDP	1965	\$72,200		
	(3)DDP	1969	?	similar work	
S.P. Patil	USAF	1963- 1965	\$29,820	"Logarithmic Series Distribution"	

Department: METEOROLOGY

B.W. Boville	(1)DRB	1966 1968	\$ 2,000 ?	characteristics of stratosphere	"weather information for in flight planning and simulation for defence vehicles"; also for future supersonic vehicles "anywhere in the hemisphere".
	(2)DDP	1965- 1966	\$ 8,200	stratosphere	"of interest now and in the future to the RCAF".
	(3)USAF	1961- 1965	\$132,450	lower and middle stratosphere levels; to conduct a special seminar during summer school, Stanstead College	
W. Hitschfeld	(1)DDP	1966	\$ 2,500	microwave propagation programme-satellite communications	communications
	(2)DDP	1968	\$15,800	contract not yet signed, will deal with satellites	
J.S. Marshall	(1)USAF	1962- 1964	\$86,717	formation and development of snow, rain and hail	
	(2)USAF	1963- 1965	\$31,244	Constant Altitude Plan Position Indication; optical lasers and radiometers	
	(3)USAF	1967	\$32,388	Physicals processes in precipitation	
Svenn Orvig	DDP	1960	\$20,050	Synoptic Analysis in the stratosphere	
F.T. Hedgcock	DRB	1966 1967 1968	\$ 8,000 ? ?	electronic structure of degenerate semiconductors and intermetallic compounds; conduction in organic materials.	further the understanding of the band structure - device technology

Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
Department: PHYSICS					
E.R. Pounder	(1)DDP	1957 1959	\$26,559	Ice Physics; sea ice	
	(2)DDP	1958 1960	\$29,479	icing on fixed structures and runways	"as related to operation of military aircraft". "feasibility of developing an air droppable ice thickness measuring device."
	(3)DDP	1959 1961	\$38,980	same	same
	(4)DDP	1962 1968	\$35,781	same	same
	(5)DDP	1961 1964	\$23,323	Ice Physics Applied and Fundamental	
	(6)DDP	1962 1963	\$27,792	mass effects of sea ice	submarine operations; support of defence installations
	(7)DDP	1964 1966	\$26,106	same	same
	(8)DDP	1963	\$24,950	Ice Strength, electrical properties	
	(9)DDP	1965 1967	\$23,133		
	(10)DDP	1966	\$27,000		
	(11)DDP	1967	\$24,560	Thermal and electrical behavior of ice; electric properties of sea ice, mass effects of sea ice	communications and reconnaissance, support of defence installations
	(12)DDP	1968			
	(13)ONR	1964 1965 1966 1967 1968	\$11,800 \$10,127 \$10,500 \$13,186 \$ 5,170	Electrical properties of sea ice	
	(14)ONR	1965 1966 1967 1968	\$15,650 \$20,800 \$19,900 \$17,800	audio absorption of ice	communications
D.R. Stevenson	USN	1959- 1967	\$101,949	solid state physics	
C.A. Woonton	DRB	1963 1964 1965 1966	? ? ? ?	spin systems in paramagnetic crystals	maser and laser - defence devices

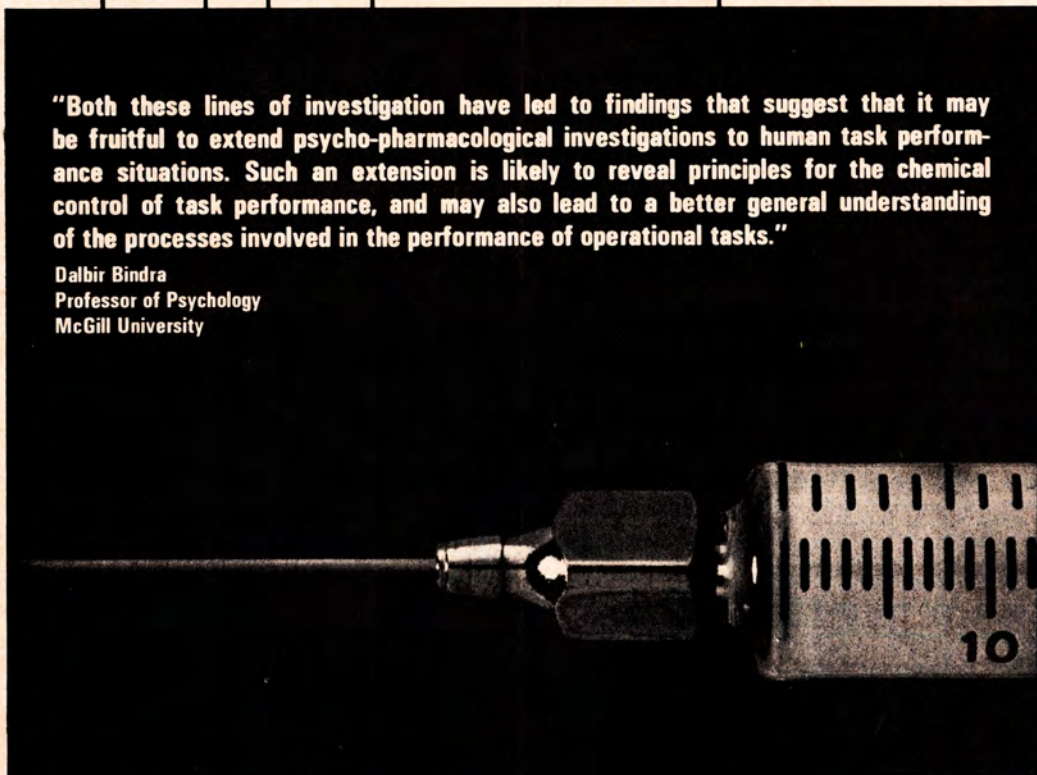
Department: PSYCHOLOGY

D. Bindra	(1)DRB	1963 1964 1966 1967	? ? ? ?	stimulus control of behavior	"... directly related to defence interests." "...selection, training and development of operational routines."
	(2)ONR	1965- 1969	\$139,300	drug effects on human performance	"likely to reveal principles of chemical control of task-performance..."
	(3)USPH	1968- 1970	\$117,170	"Interaction of habit strength and drug effects"	"...it may be fruitful to extend psychopharmacological investigations to human task performance situations." - D. Bindra
	(4)USPH	1965- 1967		similar	

Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
A.S. Bregman	DRB	1968	\$ 7,000	auditory perception	"man-machine systems"; language instruction
D.O. Hebb	DRB	1964 1965 1966 1967 1968	? ? ? ? ?	"Studies for perception and learning"	better methods for selection and training
W.E. Lambert	DRB	1965 1966 1967 1968	? ? ? ?	"Psychological and social aspects of a language learning and bilingualism"	Not stated
R. Melzack	(1)ARPA further extension proposed	1963- 1966 1966 1967 1968 1971	\$300,000 \$100,385 \$100,425 \$40,000 \$50,000	"research on fundamental brain processes, particularly including metabolic processes in very small regions of neural tissue"; human behavior, neural processes and environmental stimulus.	

"Both these lines of investigation have led to findings that suggest that it may be fruitful to extend psycho-pharmacological investigations to human task performance situations. Such an extension is likely to reveal principles for the chemical control of task performance, and may also lead to a better general understanding of the processes involved in the performance of operational tasks."

Dalbir Bindra
Professor of Psychology
McGill University



Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
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Department: CIVIL ENGINEERING AND APPLIED MECHANICS

P.J. Harris	DRB	1964 1965 1966	? ? ?	"Edge and cut-out effects in thin structural shells"	"...structures requiring large unobstructed floor areas, blast shelters, aircraft and missile components, pressure vessels, etc."
L.G. Jaeger	(1)DRB (2)DRB	1964 1965 1966 1967	? ? ? \$10,000	bridge structures and dynamic loads dynamic instability in elastic structures	"movement of very heavy vehicles over existing bridges." "response of bridge structure to blast loading." "...will have direct application to estimating the dynamic response and eventually the amount of permanent damage of structures subject to strong ground motions, e.g. from nuclear or conventional explosions."
J.O. McCutcheon	DRB	1967 1968	? ?	"Shock transmission in soils"	"in the design and protection of blast-resistant structures... A side benefit is its applicability to design for earthquake loadings."
J.C. Osler	DRB	1963 1964 1965 1966 1967 1968	? ? ? ? ? ?	"Engineering properties of frozen soils"	"Due to the obvious strategic location of the Canadian Arctic, construction of both a military and civilian nature is of prime concern."
R.N. Yong	(1)DDP (2)Cornell Aeronautical Lab	1962 1964 1965 1966 1967 1968 1967	\$41,088 \$24,495 \$35,470 \$39,710 \$39,660 \$23,260 \$32,275	effects of high rate of shear on clay soil continue same continue same "Rate Effects on Development of Soil Strength" continue same "Rate Effects on Soil Strength Related to Dynamic Similitude of Vehicles and in particular to a Soil Vehicle intersection study" dynamic yield behavior of soils "The contractor agrees to preserve as administratively confidential all information obtained by it in connection with this contract..." - later changes to: "The contractor shall agree to publish papers dealing with the results of the project under this agreement after one (1) month of receipt by the Laboratory of the proposed publications. The Laboratory shall have the right to examine and comment on any proposed publication prior to the submission to a publisher."	movement of military vehicles

Department: ELECTRICAL ENGINEERING

G.L.D. D'Ombain	DRB	1966	?	Hypersonic Gas Velocities; Ion tracer technique	"high velocity flight studies" "development of missiles and other high speed aircraft."
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Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
G.W. Farnell	(1)DRB	1967	\$10,000	microwave electromechanical transducers; ultrasonic waves	"Many electronic instruments of defence employ delay lines in various forms for signal processing."
	(2)DDP	1968	\$11,230	photon interaction with acoustic waves; solid state system for switching	detection of laser signals
T.J. Pavlaesk	DRB	1967 1968	\$ 5,000 ?	"Influence of Time-Varying Geometry on High Frequency Antennas"	antenna design and position for rotary-wing aircraft (e.g. helicopters)
P. Silvester	DRB	1968	\$ 2,300	dispersive strip lines	communications and information devices

Department: MECHANICAL ENGINEERING

D.R. Axelrad	AER	1966 1967	\$13,250 \$ 4,925	theoretical study on metal alloy	
A.C. McColl and W. H. Friend	CCP	1966	\$117,796	spacecraft structure and meteoroid impact "In the event that NASA requires publication... or should you elect such publication, you will submit information copies of the proposed publication to the contracting officer of this Corporation for approval prior to release."	for NASA
W.H. Friend	USAF	1966	\$70,000	"oxidation detonations initiated by high velocity impacts."	
S.A. Gordon	USAF	1966	\$47,669	expanding gases in upper atmosphere; "...The highest classification involved in the performance of this contract is SECRET..."; made "unclassified" April 17, 1968.	
J.H. Lee	USAFOSR	1967 1968	\$14,280 \$ 8,979	diverging detonation waves	"Complex phenomena of instability in high performance propulsion systems through a study of detonative combustion processes."
H.J. Luchert	DRB	1966 1967 1968	\$ 9,000 ? ?	"Hydrodynamics of High Speed Underwater Towing Systems."	"Maritime warfare-towed submerged bodies (sonar)."
S. Molder	(1) DRB	1962 1965 1966 1967 1968	? ? ? ? ?	"Hypersonic Propulsion Research"	"A scramjet propelled satellite vehicle could serve as a low level, manoeuvrable, reconnaissance or war-head carrying platform." "propulsion of military transport vehicles"; boost vehicles; short range weapons. "There is no doubt that the hypersonic ramjet or scramjet is the power plant for the post SST generation of airplanes."
	(2) JHU subcontract USN	1967	\$ 6,400	"hypersonic inlet models... suitable for testing in hypersonic gun tunnels"	

• (signing for Space Research Institute)

Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
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MARINE SCIENCES CENTRE (BELLAIR'S INSTITUTE)

M.J. Dunbar	ONR	1966-1969	\$82,125	"research on the ecology and distribution of Arctic and subarctic marine plankton with emphasis on the relation of plankton with the scatter of acoustic signals."	
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BIOCHEMISTRY

O.F. Denstedt	DRB	1965-1967	?	"Blood Preservation"	"The improvement in the method of preserving blood is of definite importance to defence since large amounts of blood would be required in the event of a national emergency."
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EXPERIMENTAL MEDICINE

M. Richter	DRB	1967-1968	\$11,700 ?	protection to lethal body irradiation	"any chemical, natural or synthetic, which can prevent or modify the lethal effects of whole body irradiation must be considered to possess defence usefulness."
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OTOLOGYNGOLOGY

R.P. Gannon	DRB	1964 1965 1966 1967 1968	? ? ? ? ?	"Physiology of Acoustic Trauma, and the Intraaural Reflex"	"Increasing numbers of personnel in the services are required to use communications equipment or perform specific listening tasks associated with special devices in aircraft, fighting vehicles, and ships. The great majority of these men are also exposed to high intensity noise from engines or gun blasts. (.....) more information is required about the basic physiology of acoustic trauma..."
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PHARMACOLOGY

K.I. Melville	DRB	1965 1966	? ?	"Effects of altered tissue histamine levels and phytohemagglutinin administration on radiation lethality."	"would be of value in the prevention and treatment of radiation warfare".
M. Nickerson	DRB	1968	\$ 9,018	"Cardiovascular adjustments in shock."	

PHYSIOLOGY

D.V. Bates	(1) DRB	1964 1965 1967 1968	? ? ? ?	on ozone, labyrinthine stimuli and effect of hypoxia on cardiac output	"in relation to aviation and diving physiology." "in relation to aviation medicine."
	(2) DRB Mc	1968	?	for DRB Aviation Medical Research Unit, McGill University.	

Professor	Contract or Grant in Aid	Year	Amount of money	Subject of inquiry	Relation to war interest
G. Melville Jones	DRB	1965 1967 1968	? ? ?	aviation physiology	"Vision provides an important component in man-operated defence systems and associated studies have a direct bearing on problems associated with pilot disorientation."
R.I. Birks	DRB	1965	?	"inorganic chlorine in acetylcholine turnover."	"Therapy against poisoning by nerve gases."
I.C. MacIntosh	DRB Mc	1965 1967	? ?	for DRB Aviation Medical Research Unit, McGill University	
J.S. Outerbridge	DRB Mc	1968	\$ 5,000	Vestibulo-colic reflex - stabilization of the head	"important to the pilot during the turbulent flight." for rotating spacecraft

PSYCHIATRY

J.A. Corson	USAF	1966- 1968	\$10,000	"Compare the behavioral effects of B12 to those of 'magnesium pemoline' (or any other drug with potential implications in situations which permit some separation of learning and arousal.) neural RNA; "results of the application of a surface positive current to the cortex, evaluating the cellular response to this strong peripheral stimulus..."	
B. Grad	USAF	1965- 1967	\$44,640	stress producing action of DNA; to what extent DNA protects mice from lethal cold; DNA and the adrenals; DNA and the pituitary gland	
R.B. Malmö	U.S. War Dept.	1951- 1955 1956- 1965	\$199,044 \$243,344	"fundamental physiological factors in neurotic behavior." "physiological correlates of psychomotor functioning."	

SURGERY

F.N. Gurd	DRB	1965 1966	? ?	studies in shock	
L.G. Hampson	DRB	1967	\$ 7,000	"respiratory function in critical illness and injury."	

Architectural Undergraduate Society

membership group: all undergraduate students in the School of Architecture

executive:

President. Jan Davis
Internal Vice-president. Cassie Weintraub (733-2294)
External Vice-president. Michel Labonté (482-3158)
Secretary. Sue Myers
Treasurer. Freeman Chan
Student Council Rep. Pat Rahming
Advisory Committee Rep. Axel Mothes

committees:

Publicity. Axel Mothes
Graphics. Tibor Farkas
Speakers. Don Johnston Herb Stovel
Exhibitions.
Photo Lab. John Hodgkinson Peter Naylor
House & Lounge. Nancy Dunton
Social.
Athletics. Carl Fischer

publications: A.U.S. Handbook Asterisk

A.U.S. Handbook

audience: all students registering in the School of Architecture and subscribing Montreal architects

editor: Cassie Weintraub

Asterisk

audience: all students in the School of Architecture

frequency of publication: twice yearly

content: graphic designs contributed by students *editor:* Jai Sen

Arts and Science Undergraduate Society

membership group: all students in the Faculty of Arts and Science

executive:

President. Joe Caron
Vice-president (Arts). Phil Weinberger
Vice-president (Science). David Himmelstein
Treasurer. David Sanders
Secretary. Wendy Milrod
1st year Rep. Gary Pেকেles
2nd year Rep. Michael Prupas
3rd year Rep. George Strathy
Student Council Reps. Danny Luchins
Norman Spector
Charles Krauthammer

committees:

Committee on Student-Faculty Relations and

University Government. Joe Caron

Communications Committee. Phil Weinberger

Finance Committee. Dave Sanders

Committee on Internal Affairs and Education. Mike Prupas

External Affairs Committee. David Himmelstein

Executive Applications Committee. Joe Caron

publications:

McGill Free Press

Survey of Education at McGill



The McConnell Engineering Building houses both the school of Architecture and the Faculty of Engineering.



The Arts Building houses Moyse Hall, scene of many theatrical productions. Dawson Hall, the east wing of the building, serves as offices for the Faculty of Arts and Science.

Survey of Education at McGill

audience: students in Arts and Science

purpose: to analyze and evaluate departments and courses within the Faculty of Arts and Science

editors: Lazar Sarna

Jack Friedman

Zoltan Kemeny

McGill Free Press

audience: all students

frequency of publication: weekly

editor: Allan Feingold

McGill Biological Society

purpose: to promote interest in the Biological Sciences

type of activities: minor experimental research, movies, speakers programs, field trips

contact: Roland Kay

Chemical Institute of Canada

purpose: to promote interest in Chemistry

type of activities: tours to industrial and research centers student-faculty mixers

special privileges: monthly issues of C.I.C. newsletters and magazines discounts on Canadian Science Journals

contact: Karl Taylor, Otto Maas Bldg.

Historical Society

purpose: to promote interest in History

frequency of meetings: monthly

type of activities: speakers programs, staff-student discussions

contact: Michael Sibalis

Mathematical Society

purpose: to promote interest in Mathematics

type of activities: speakers programs, evaluations of math courses, staff-student mixers, publication of a regular newsletter

contact: David Tanny - 488-0474

Monteregian Geology Club

purpose: to promote interest in Geology

frequency of meetings: weekly

type of activities: lectures on Geology by professors, graduates, professionals, informal discussions, field trips,

publication: geological bulletin The Thin Section

contact: John Dickson

Physics Society

purpose: to promote interest in Physics

type of activities: films, tours, discussions

contact: no information available

Pre-Medical Society

purpose: to act as an outlet for students interested in the medical or paramedical fields.

frequency of meetings: twice a week

type of activities: movies (once a week), guest speaker (once a week)

contact: Michel Sylvestre (President) 721-6641

Commerce Undergraduate Society

membership group: all students in the School of Commerce

executive:

President: J. Jean Pratte

Vice-president: Irwin Michael

Student Council Rep: Seymour Kaufman

committees:

Chief Returning Officer: Alex Zinegyi

Freshman Reception: Mike Kraus

Information Committee: Gary Robertson

Speakers Program: Jack Altman

Careers Program: Gary Collette

Pre-University Affairs: Stewart Schneider

Social Events Committee: William Cleman

publication: The Balance Sheet

The Balance Sheet

audience: Commerce students

frequency of publication: 3 times a year

content: articles on events in the Faculty of Management

editor: Seymour Kaufman 875-5510 ext. 23

McGill Investment Club

purpose: To afford students the opportunity of learning and trying investment

type of activities: speakers program, tour of Montreal and Canadian Stock Exchanges, investment by individual members in a club purchase of a portfolio of securities

contact: Bill Whetstone (president)



Last year, about 200 commerce students disrupted a meeting of Student Council in a move to get the body to endorse the existence of the Faculty of Management. In the foreground is Seymour Kaufman, Commerce Representative on Council.

Dental Students Society

membership group: all students in the Faculty of Dentistry

executive:

President. Newton C. Gordon 392-4250

Vice-president. Albert Frydman

Secretary Treasurer. Stanley Reich

Student Council Rep. Irwin Lancit

committees:

Staff-Student Liason Committee-chairman: Leo Lazare

Representative on Faculty Council

Curriculum Committee

Time-table Committee

Library and Museum Committee

publications:

McGill Dental Review

Dental Bulletin (newsletter)

McGill Dental Review

audience: Dental graduates, Dental students, Canadian Dental Schools

frequency of publication: four times a year

content: items of Dental interest

editor: Charles Smith

Education Undergraduate Society

Student Council Rep. Marg Verrall



The new Deans

Top Left: H.I. Ross (Management), Top Right: John Durnford (law), Bottom Left: Edward Stansbury (Arts and Science), Bottom Right: Robert Bell (Graduate Studies).

Engineering Undergraduate Society

membership group: all students in the Faculty of Engineering

executive:

President. Henry Roy

Vice-president. G. Candell

Treasurer. John Meech

Student Council Reps. Dave Levine, Ken Clowes

committees: For a complete listing of Engineering Committees,

consult the **Engineering Handbook**, available through the Engineering

Undergraduate Society in the McConnell Engineering Building

publications: **The McGill Engineer**, **The Plumber's Pot**

The McGill Engineer

audience: all engineering students

frequency of publication: 4 times a year

editor: Robert Robinson

The Plumber's Pot

audience: all engineering students

frequency of publication: bi-monthly

editor: D.S. Garewal

American Institute of Chemical Engineers

purpose: to study the technology and activities of the chemical engineering profession

type of activities: films, speakers programs, tours of chemical plants, annual banquet

consult: E.U.S. Handbook

Civil Engineering Society

purpose: to study engineering techniques and problems

membership group: fourth and fifth year civil engineers

type of activities: trips to industrial plants and construction sites. Pre-Plumbers' Ball Buffet, smoker, Iron Ring Stag.

consult: E.U.S. Handbook

The McGill Electrical Engineering Society

purpose: to acquaint electrical engineers with their profession

type of activities: tours of industrial plants, speakers programs, dances stags and banquets.

consult: E.U.S. Handbook

The Mechanical Club

purpose: to co-ordinate the academic, social and athletic activities of all students in Mechanical Engineering

type of activities: factory tours, lunch hour speakers programs, films staff-student smokers, pre-Plumbers' Ball dinner

consult: E.U.S. Handbook

Mining and Metallurgical Society

purpose: to promote interest in this field of mining and metallurgy

type of activities: films, speakers program, oyster party and banquet

special privileges: membership in the Canadian Institute of Mining and Metallurgy, subscription to the C.I.M.M. Bulletin

consult: E.U.S. Handbook

Law Undergraduate Society

membership group: all students in the Faculty of Law

executive:

President. Allan Schwartz

Vice-president. D. Caron

Student Council Rep. S. Goldstein

committees:

Legal Aid Committee. Mark Feldman

Student-Faculty Relations Committee

Student-Bar Relations Committee

publications: **McGill Law Journal**

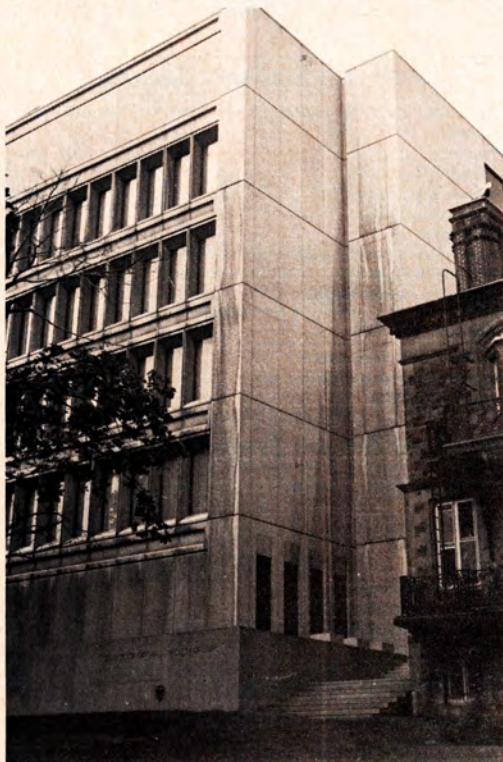
McGill Law Journal

audience: law students and lawyers throughout the world

frequency of publication: four times a year

content: articles on civil and common law

editor: André Mecs



Above: the new Chancellor Day Law Building on MacGregor Street. The new structure houses extensive library facilities as well as the Moot Court Room, scene of last year's Gray hearings. Right: the home of McGill's Medical School, the McIntyre Medical Building is located on Pine Avenue and with the Law Building is part of the McIntyre Park Complex.

Medical Students Society

membership group: all students in the Faculty of Medicine

executive:

President. Danny Frank

Vice-president. Bill Barakett

Secretary. P. Caron

Student Council Rep. Larry Raphael

committees:

Curriculum Committee. Steve Mills

PACOME. Danny Frank

Abortion Committee. Ralph Hayes

publications:

McGill Medical Journal

C.A.M.S.I. Journal

Contact

McGill Medical Journal

audience: all medical students, physicians

frequency of publication: four times a year

content: developments in medicine at McGill

editor: Norman Levine

C.A.M.S.I. Journal

(Canadian Association of Medical Students and Interns)

audience: all medical students, physicians

contact: Marlene Rabinovich

Contact

(the magazine of the Montreal Student Health Organization)

frequency of publication: 3 times a year

content: articles on developments in the health field and the project in Pt. St. Charles

editor: George Siber





Wison Hall, on University St., is the School of Nursing



The Graduate Center on upper McTavish Street.

Music Undergraduate Society

membership group: all students in the Faculty of Music

executive:

President.....Bruce Richardson

committees: representation on all faculty committees no society sub-committees exist

Nursing Undergraduate Society

membership group: all students in the Basic course B.Sc.N.

executive:

President.....Elaine Lefave

Vice-president.....Avis Fysche

Student Council Rep.....A.M. Barret

committees:

Education.....Joyce Gauthier

Social.....M.A. Rennie

Athletics.....Sue Klein

Physical and Occupational Therapy

membership group: all students in the school of Physical and Occupational Therapy

executive:

President.....Susan Hershman

Vice-president.....Sheila Reid

Student Council Rep.....Alisa Glazer

committees:

Theological Undergraduate Society

membership group: all students in the Faculty of Divinity (including students of the United Theological College and the Montreal Diocesan College)

executive:

President.....Gary L. Redcliffe 692-4448

Vice-president.....R. Cruickshank

committees:

3 students on faculty board curriculum committee. Banquet committee

Post-Graduate Students Society

membership group: all students in the Faculty of Graduate Studies

executive:

President.....Roger Morin

External Vice-president.....Ken Taylor

Internal Vice-president.....Al Wong

Student Council Rep.....Kevin O'Connell

Committees:

restructured. Interested students are advised to consult the pamphlet put out by the Society for further information.

publications: McGill Martlet

McGill Martlet

audience: all graduate students

frequency of publication: twice a month

editor: Ian Findleton

Graduate Nurses Students Society

membership group: all students in the School for Graduate Nurses

executive:

President.....Marcia Hirano

Vice-president.....to be appointed

committees:

Curriculum Committee

House and Library Committee

Social Committee

Sports Committee

Association of Social Work

membership group: students in the School of Social Work

executive:

Miss Lucy Bechard.....Mrs. Shari Shaw

Mrs. Caron Haines.....Mr. Doug Woodall

committees:

Admissions Committee

Student Standing Committee

Selection Committee

L'Association Internationale des Etudiants en Sciences Economiques et Commerciales (A.I.E.S.E.C.)

purpose: to afford Economics and Commerce students a chance to obtain executive traineeships in any one of the 49 member countries of A.I.E.S.E.C.

type of activities: speakers programs, company tours

contact: Barrie Birks; room 464 in the Union. Open 1-2 pm. Mon.-Fri.

Adams Club

purpose: to promote study of geology

membership group: graduate students in Geological Sciences

frequency of meetings: weekly in PSCA

type of activities: lecture program, outing to Gault Estate, social events

contact: Tony Frith

Amateur Radio Club (VE2UN)

frequency of meetings: weekly; room 401 Union

type of activities: message service: messages sent to all parts of the world for McGill students. Morse and operating procedure classes for ham operators

contact: Alejandro Martinez, 875-5510 ext. 62

Blood Drive

objective: 5,000 pints of blood

dates: Oct. 22-29

features: television, radio personalities top-name entertainment, refreshments, prizes, Droplettes

where you can help: in organization, as droplettes, as volunteers in clinic

contact: Michel Sylvestre 721-6641

Richard Vineberg 489-5070

Camera Club

type of activities: full instruction in dark room technique for beginners.

facilities: fully-equipped darkroom in Union for black and white (as well as some color) processing

special privileges: substantial discounts at many Montreal area photo stores affiliation with the Photographic Society of America

location: Union basement

Canadian Aeronautics and Space Institute

purpose: to promote the study of aeronautics

type of activities: speakers program, tours of plants, essay contests

contact: Mechanical Engineering department

A.I.E.S.E.C.
Adams Club
Amateur Radio Club
Blood Drive
Camera Club
Canadian Aeronautics
and Space Institute

Le Cercle Francais

purpose: to afford students an opportunity to study French culture and improve their fluency in the language

type of activities: meetings and debates on political and literary topics, excursions to French plays at reduced price, films, activities with Université de Montréal, the staging of a play by members of the group.

contact: French Dept.

Chess Club

frequency of meetings: weekly

type of activities: informal chess matches Mon.-Fri. in Union, once a week in the evening

special events: North American Intercollegiate Chess Championships, McGill Chess Championship, Speed Tournament, Eastern Collegiate (Canada) Tournament

contact: Gabor Lantos, Hugh Brodie

McGill Choral Society

frequency of meetings: two hours a week in Union

type of activities: two major concerts, a few smaller presentations

special group: McGill Martlets (chamber group) membership by audition only

contact: Bob Tennant, Sue Black, room 413 in Union

CYCOM (The Cybernetics and Computer Society)

purpose: to acquaint students with the practical aspects of computer programming

courses: basic Fortran, advanced Fortran, Cobol, Bap-360, P.L.1, Rax terminals

other activities: Computer Art Exhibition, tours of computer centers

frequency of meetings: daily at noon hour

consult: "Today" column of Daily

Debating Union

purpose: to provide a program in debating and public speaking

type of activities: extensive intercollegiate program of trips in Canada and the U.S., a winter carnival debating tournament, an international high school tournament, inter-faculty and inter-fraternity debates

contact: John Van Dorp

Duplicate Bridge Club

frequency of meetings: two nights a week in Union

type of activities: continuous Duplicate Contract Bridge Tournament throughout the year, Intercollegiate Tournament

inquire: Union Switchboard

Le Cercle Francais
Chess
Choral Society
CYCOM
Debating Union
Duplicate Bridge

Film Society
Fine Arts Society
Flying Club
Folk Music Society

McGILL FILM SOCIETY



McGill Film Society

type of activities: regular film showings, workshops (equipment available for potential film-makers)

showings: regular showings in the PSCA or Leacock 132 (yearly series of films are listed in a film society pamphlet available at Union box office)

contact: Ronald Blumer, Chris Anstead

Fine Arts Society

type of activities: student-staff discussions, art films, trips to museums, student art exhibits

consult: "Today" column of the *Daily*

Flying Club

type of activities: a programme of theoretical and practical flying instruction, films lectures, tours to Dorval Air Traffic control, Air Canada training center

consult: "Today" column of the *Daily*

Folk Music Society

frequency of meetings: bi-weekly

type of activities: informal singing and playing, appearance by guest performers, professional concert, student concert.

consult: "Today" column of the *Daily*

Geographical Society

purpose: to study arctic and antarctic research in conjunction with the Arctic Institute of North America

frequency of meetings: monthly

type of activities: speakers program with lectures by McGill staff members and representatives from the Canadian and U.S. government officials

contact: Arctic Institute

Franklin Society

type of activities: talks by professional geographers as well as students, field trips, tours to points of interest

contact: Geography department

Freshmen Reception -- "Orientation '69"

chairman: Shelly Ungar - phone (Union 875-5510 ext. 60
(home) 488-7944

social vice-chairman: Clarence Charlebois

who it serves: all first year students

publications: "Orientation '69"

activities:

freshmen advisory service: seminar on educational reform. Lectures, diad system, educational TV, etc.

teach-in: speakers from CNTU, CEGEPs, McGill, U. de M. etc.

social activities: dances, Gault Estate, Activities Night, Student-professor mixer.

movies.



Franklin Society
Geographical Society
Freshman Reception



Jazz Society
Literary Society
Meteorology Club
Osler Society

Jazz Society

type of activities: jazz workshops, informal parties

contact: Ralph Lichtman 733-3373

Norman David 731-9096

McGill Literary Society

type of activities: writing competitions, critical forums meetings with writers, critics directors, poetry readings

contact: Mr. Booth - 392-4988

Meteorology Club

frequency of meetings: monthly

type of activities: lectures, with slides and films

contact: Meteorology Dep't.

Osler Society

purpose: to study topics related to the history of medicine

frequency of meetings: monthly

type of activities: monthly meetings, annual banquet

contact: John M. Essaile

McGill University Players Club

type of activities: drama workshops, play-readings children's theater
frequency of productions: Sandwich Theater, daily
major productions: four times a year
contact: Bob Cartier, Naomi Kaufman

Red and White Revue

information on this annual production is as yet unavailable.

Savoy Society of McGill

type of activities: staging of a light operetta performance annually
production: "Pirates of Penzance", Moyse Hall (Arts Bldg.)
dates: Feb. 25-28 1970
rehearsals: twice weekly in Union
contact: Don Gross
Ted Cichanowicz

McGill Skydiving Club

type of activities: 10 hour ground school course to be given three times a year, skydiving throughout the year in St. Antoine P.Q.
contact: Guy Lowry, Mike McFall

McGill Winter Carnival

information on Winter Carnival is as yet unavailable.

Players' Club
Savoy Society
Skydiving Club
Winter Carnival

Balance Sheet
 Birth Control Handbook
 C.A.M.S.I. Journal
 McGill Daily
 Dental Review
 McGill Engineer
 McGill Free Press
 I.S.A. Forum
 McGill Law Journal
 McGill Medical Journal

Balance Sheet

refer Commerce Undergraduate Society

Birth Control Handbook

purpose: to disseminate information on birth control, abortion and venereal disease

audience: primarily university and high school students

distribution: 250,000 copies to universities throughout Canada and the U.S.

editor-in-chief: Allan Feingold, *executive editor:* Donna Cherniak
information: 875-5510

C.A.M.S.I. Journal

refer Medical Students Society

McGill Daily

audience: all students

frequency of publication: Monday-Friday (September-March)

editor: Mark Wilson

Dental Review

refer Dental Students Society

McGill Engineer-

refer Engineering Undergraduate Society

McGill Free Press-

refer Arts and Science Undergraduate Society

I.S.A. Forum

refer International Students Association

McGill Law Journal

refer Law Undergraduate Society

McGill Medical Journal

refer Medical Students Society

Old McGill (yearbook)

purpose: to convey through words and pictures some integral part of life at the University

audience: students, faculty, alumni

content: analytical articles, photographic essays, graduate photographs

editors: Stew Willis, Steve Strasser

Plumber's Pot

refer Engineering Undergraduate Society

Public Address

audience: all students

frequency of publication: weekly

editor: to be chosen

Radio McGill

audience: students and community in general

broadcasting times: insound 2-8 pm-Mon.-Fri.

type of programming: spontaneous, exciting immediate production

station manager: Mark Phillips

Student Handbook

purpose: to give information on McGill to students

frequency of publication: once a year in September

content: articles on McGill by students, faculty and administration. Information on student organizations and sports.

editors: Bob Chodos, Allan Feingold, Tom Sorell

Survey of Education at McGill

refer Arts and Science Undergraduate Society

Pre-University Affairs Newspaper

purpose: to encourage communication with high school students

audience: Montreal area high school students

frequency of publication: 16 times yearly

content: articles of interest to high school students

editors: Dave Chenoweth, René Sorell

Old McGill
Plumber's Pot
Public Address
Radio McGill
Student Handbook
Survey of Education
Pre-university Affairs
Newspaper

African Students' Association
Arab Students' Society
Armenian Students' Club
Chinese Students' Society
German Club
Hellenic Club
India Students' Association

International Students Association

purpose: to co-ordinate international participation at McGill

membership group: all students

frequency of meetings: first Wednesday of every month

types of activities: variety shows, festival nights, parties, international dinners, excursions

committees:

Publicity Committee

Hospitality Committee

International Festival Committee

Social committee

Co-ordinating Committee

publication: I.S.A. Forum

contact: Koy Hong Lee 288-7887

I.S.A. Forum

audience: all students

frequency of publication: monthly

content: articles on I.S.A. and international affairs

African Students Association

type of activities: films, lectures, social activities

contact: Victor Smart-Abbey 845-5845.

Arab Students' Society

type of activities: films, lectures, discussions, social activities

publications: Al-Uruba (newsletter) distributed free to members

contact: Mann Ziada.

Armenian Students' Club

type of activities: speakers program, annual dance and other social events

contact: Arsene Leon Sarafian.

Chinese Students' Society

type of activities: chinese movies, mandarin classes, dances, sports events, concert, participation in Oriental Bowl Games and Chinese New Year Ball

annual publication: Milestone

contact: Peter Yue Ming Shiu.

Deutscher Studentenkreis (German Club)

type of activities: informal discussions, slide showings, films

contact: Michael Strum

Hellenic Club

type of activities: films, lectures, exhibition of greek dancing, ski trips, annual dance, social outings

contact: Fred Yannakis.

India Students' Association

frequency of meetings: once every three months in Union

type of activities: India Independence Day Celebration, Deepawali (festival of Lights), Gandhi Centenary Celebration, India republic Day

contact: K. Ahmed

Israeli Students' Club

type of activities: social events include a Chanuka part, Oneg Shabat, Independence Day celebration
contact: David Lubelchisk.

McGill Italian Society:

type of activities: lectures, films, discussions, suppers, dances, theater parties, excursions
contact: Dino Iannantuono 254-0287.

Japanese Students' Society

type of activities: films, panel discussions, dances
new students: The Society acts as spokesman for NISEI.
consult: "Today" column of the Daily

Latin American Society

type of activities: discussions, films, lectures, fiestas
contact: Alejandro Cerna.

Malaysian-Singapore Society

type of activities: participation in I.S.A. festival, sports events
contact: Chan Fook Hong.

Pakistan Students' Society

type of activities: films, panel discussions, lectures
contact: David I. Elisha 288-1940

Polish Association of Students

type of activities: films, lectures, discussions, social events
consult: "Today" column of the Daily

Russian Circle

type of activities: lectures, discussions, films
contact: Alice Adrianow 737-0318.

Ukrainian Club

type of activities: films, discussions, lectures
consult: "Today" column of the Daily

West Indian Society

frequency of meetings: once a month
type of activities: exhibits, debates
publication: The Carib
contact: J. Hannibal Charles
Bert Powell (co-ordinator of activities)
Look for meeting Locations in the "Today"
column of the McGill Daily.

Membership in all international clubs is open to all students.

Israeli Students' Club
Italian Society
Japanese Students' Society
Latin American Society
Malaysian-Singapore Society
Pakistan Students' Society
Polish Association of Students'
Russian Circle
Ukrainian Club
West Indian Society

Alpha Epsilon Delta, (Quebec Alpha Chapter)

membership group: pre-medical students who have achieved high academic standing

type of activities: informal discussions with faculty members and members of the medical profession, visits to hospitals and laboratories

contact: Dr. O.F. Denstedt

Phi Epsilon Alpha Society (Honorary Engineering Society)

membership: considered on the basis of academic standing, character, organizational ability, outside interests, activities.

type of activities: dinner meetings, annual dinner dance

contact: Prof. J.L. de Stein

Red Wing Society (Women's Honour Society)

number of members: thirty

membership group: women with an academic standing over 65% and one year's attendance at the University

membership procedure: candidates are interviewed by a committee whose decision must be ratified by the Society

type of duties: acting as hostesses at McGill functions

contact:

Scarlet Key Society (Male Honor Society of McGill)

number of members: maximum forty

membership: men chosen on the basis of intellect, character and athletic ability

type of duties: acting as official hosts at McGill functions

contact: Zavie Levine

McGill Christian Fellowship

type of activities: meetings, discussions, bible studies, prayer missions, Evangelism

publication: Alpha & Omega Bulletin

contact: Allen Wiseman 861-8717

Orthodox Christian Fellowship

type of activities: bible studies, lectures, discussions, retreat, social work, celebration of Liturgy in English

contact: David James 733-9184

Student Christian Movement and Yellow Door Coffee House

contact: Patrick Coleman 392-4946

Honour Societies Religious Groups

Students are niggers and must come up from slavery...

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. From there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, look at the role students play in what we like to call education. At Cal State where I teach, the students have separate and unequal dining facilities. If I bring a student into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a "nigger-lover". In at least one building there are even rest rooms which students may not use. Also there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

CHOOSE HOMECOMING QUEEN

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections - their average age is about

This article by Jerry Farber, a professor of English at Cal State, has been included in the orientation literature for many Canadian and American university students.

26 - but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run, for the most part, by Uncle Toms, concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and, frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always lying and every student knows it. Tell The Man what he wants to hear or he'll fail you.

When a teacher says "jump" students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6.30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out - each one enclosed in a paper bag with a hole cut in the top to see through.



Students stick their writing hands in the bags while taking the test. The teacher isn't a pro: I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in rage when they fall asleep.

CLASS IS NOT DISMISSED

During the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is not dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high-school teachers.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor, tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths", as did certain medieval churchmen. Outside of class, things are true to your tongue, your finger, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

SIRENS AND A RATTLE OF BULLETS

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddam school. I mean there was no way out. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress". In some high schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while he, presumably, jacks off. Boys in high school can't be too sloppy and they can't be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12 year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath. Like black slaves, students vary in their rebellion break through to the surface now and then. Others - including most of the "good students" have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in general education requirements. They're like those old grey-headed houseniggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good".

THEY CHEAT A LOT

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State are expert con artists who know perfectly well what's happening. They want a degree and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor. They go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls. Just look at their working conditions. At a time when even migrant

Students don't ask that orders make sense. They give up expecting things to make sense before they leave elementary school. Things are true because the teacher says they're true.

workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges the faculties are screwed regularly and vigorously by the governor and legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catchphrases like "professional dignity" and "meaningful dialogue".

THEY COPPED OUT

Professors were no different when I was an undergraduate at UCLA during the McCarthy era: it was like a cattle stampede as they rushed to cop out. And in more recent years I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment: "You could lose your job!"

Now of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening, are copping out again. And in the high schools you can forget it. Stillness reigns.

I'm not sure why teachers are so chicken-shit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons who are unsure of themselves and need weapons and other external trappings of authority.

At any rate, teachers are short on balls. And, as Judy Epstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power.

Your neighbors may drive a better car; gas station attendants may intimidate you, your wife may dominate you; the state legislature may shit on you; but in the classroom, by God, students do what you say-or-else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim - anytime you choose - you can keep 35 students up for nights and have the "pleasure" of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with a title page, MLA footnotes and margins set at 15 and 91.

RESPECT FOR AUTHORITY

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear - fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse you may suspect that you yourself are not the most

engaging person. What then can protect you from their ridicule and scorn? Respect for authority. That's what - it's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance - and parade a slender learning.

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods, and which makes castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted, and vitiated forms.

PERVERSION IS INTELLECTUAL

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher - a kind of intellectual rough trade - and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us their perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter - sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes: every one determined not be embarrassed to be very up-to-date. These are the classes for which sex, as Feiffer puts it "can be a beautiful thing if properly administered". And then of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teacher, who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

Another result of student slavery is just as dangerous-- students don't get emancipated when they graduate... we don't let them graduate until they've demonstrated their willingness to be slaves.

What's missing from kindergarten to graduate school is honest recognition of what's happening turned-on awareness of what's underneath the pettipants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough.

But we should let it be, where it is and like it is. I don't insist that ladies in junior high school lovingly caress their students' cocks (someday, maybe); however, it is reasonable to ask that the ladies don't by example and structures teach their students to pretend that they aren't there. As things stand now, students are psychically castrated or spayed - and for the very same reason that black men are castrated in Georgia: because they're a threat.

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the mean time what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an uglier and more timely word, you can only program them.

HANDS IN SOME CLAY

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms, they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe". And then the teacher graded him A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make something? Then the teacher announced that a 20 page term paper would be required with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Simon Legree of the poetry plantation. "Tote that lamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school and my own residue of UCLA method are turning them off.

MAKE THEM WILLING SLAVES

Another result of student slavery is just as dangerous - students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness - for 16 years - to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure.

What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is the fact you have to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Educational oppression is trickier to fight than racial expression. If you're a black rebel they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do.

Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's not usually the student who gets it; it's more often the teacher. Others get tired of fighting and voluntarily leave the system. But dropping out of college for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

ORGANIZE FOR FREEDOM NOW

How do you raise hell? That's another article. But for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the sky. They've organized. They've decided to get freedom now, and they've started taking it.

Students like black people, have immense unused power. They could theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration rather than on fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs, and they could put the grading system in a museum.

They could raze one set of walls and let life come blowing into the classroom. They could turn the classroom into a "field of action" as Peter Marin describes it. And they could study for the best of all possible reasons, for their own resources.

They could. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind. ●

By the very operation of its internal educational processes and its research for the government and corporations, the university makes its solid contribution to the establishment.

The university is necessarily part of and involved in the outside society: this has become a standard cliché, but its implications are rarely drawn out. In fact, we find concerted efforts to obscure the real meaning of this proposition and to conceal its full implications regarding the nature of the present university and the alternatives open to us.

Any aspect of the internal education process, when examined, can enlighten us as to the relevance of a university's connections to the outside society. Take, for example, the examination and degree system: it is generally agreed that examinations and degrees have no intrinsic educational value. Rather, their general effect is to warp and distort in various ways the student's intellectual self-development: to twist his educational experience into a competitive activity where memorization and "conning" the Professor are the required skills.

They have no educational content or purpose. But examinations and degrees do have a function outside the university; and the university's outside involvement is so key that they remain the pillar of the educational process.

Corporations and the government require certificates of skill and competence from students. Academic standing and degrees are the calling cards required. A degree is necessary to get certain jobs, whether it be engineer, social worker, lawyer or professor. To get the degree you have prove to competence in the field that is, exams and all that.

At this point one might think that the university is simply teaching its students to function in society. But the brand of education that universities offer doesn't merely teach students to function. It teaches them to function in a certain way: it channels them into jobs of a specific sort. The university tries to produce minds that will fall nicely into place with the character of jobs already existing in the outside society.

It is at this point that we have to analyze and understand the social organization of industry, the character of work and work-relations in the outside society, in order to understand how the university tries to mould its students. Private ownership of corporations and the bureaucratic hierarchical nature of government and industry enforce a passive and dependent condition upon the employee or wage-worker. Reduced to the status of a commodity selling his labour-power on the market, his activities channelled into narrow and specialized areas, his faculties are used and his labour exploited for the ends and interests of others. The modern worker must submit to external authority and discipline, the ends and social priorities of his work determined by the needs of capital and profitability.

The university therefore trains people in a certain way in order to make them capable of acquiescing in this type of

condition. That is why uncritical thinking and passive submission to the discipline of the Professor and the university's authority hierarchy constitute the essence of the university's educational process.

The university, of course, only tries to mould and train students into a particular pattern. It doesn't, and can't, succeed in this. First, it performs the training educating function in an typically inefficient and incompetent manner. Second, and this is the critical point, more and more students are now reacting to and revolting against the type of training forced upon them. The radical student movement of the 1960's is eloquent testimony to the fact that human beings are not infinitely malleable objects to be formed and conditioned according to the desires of an external elite. As Clark Kerr recognizes, "... the undergraduate students are restless. Recent changes in the American university have done them little good..."

The particular description of occupational imperatives given above is true only for those graduates who take jobs below the managerial level - the upper echelons of the working class, or the "new working class" of scientists, engineers, technical workers, etc. But the relation of external determination also holds for the managers, lawyers, and academics that the university produces, although the content differs. In all cases, the university aims at turning its students into the product that will fit the needs of the outside society - the last thing the corporations and government want, thus the one thing our universities avoid, are students who are independent, critical, and self directing.

And this is only one of the implications hidden in the general truth that the modern university is neither divorced nor separated from the society surrounding it, but is effected by it in a definite way. Whom it serves and what functions it tries to perform for that society colours the specifics of classroom procedures and other aspects of student experience at university.

But the content of what is taught, as well as the form of teaching and the general attitudes it induces, reflects the university's external involvement and goals. This is particularly evident in the "social sciences", where the academic orthodoxy pumped daily into the student tells him, in fact, that the present form of North American society is the best of all possible worlds, that there are no realizable alternatives to it or that all the realizable alternatives involve a destruction of freedom, that the society has an inbuilt equilibrium mechanism, that basic social conflicts and antagonisms don't exist, that power is dispersed rather than concentrated in a specific class, and so on.

What passes under the name of social science in today's Western universities obscures and falsifies the real nature of the society and implicitly or explicitly counsels

This article, by former McGill political science lecturer Stan Gray, originally appeared in the McGill Daily of October 25, 1968.

conservatism in social change, thus acting as a significant supportive bulwark of the *status quo*.

But often the university's academics act as the intellectual whores of the Establishment in a more direct way. In their research and consulting activities, engineering, economics, psychology and political science professors and others give direct intellectual services to the society's power-holders.

In today's complex neo-capitalist society, business, government and the military have become heavily dependent upon the universities. As Clark Kerr, former President of the University of California, has so candidly put it, "The University is being called upon to educate previously unimagined numbers of students; to respond to the expanding claims of national service; to merge its activities with industry as never before; to adapt to and rechannel new intellectual currents."

To maintain that the university is neutral because it may not take direct and public political stands, is to engage in the worst sort of mustification. For by the very operation of its internal educational processes and its research for the government and corporations, the university makes its solid contribution to the Establishment.

The university also gives considerable support and assistance externally to the Establishment. At McGill University, for example, we have a management school which professionally trains businessmen, we have psychology professors who do psychological indoctrination projects for the Pentagon, we have engineering professors who sit on the boards of war-producing electronics corporations, and so on. We also have an Administration which periodically takes political positions (for example, its B. & B. brief, or its recent stand on the CEGEP students), while still maintaining a posture of political neutrality.

American universities are a chief source of research on "counterinsurgency", domestically and internationally, for the Pentagon and the CIA.

By training a new working class and management and inculcating them with the proper attitudes and values, and by providing the Establishment with its much-needed intellectual services, the modern "multiversity" has become vital and central to the functioning of the system domestically and internationally.

It is thus for good reason that the Board of Governors, at McGill and elsewhere, is composed almost wholly of financiers and captains of industry. It is also for good reason that academic senates persistently have a heavy majority of administrators and senior faculty. For should students ever have parity or a majority, they might use their power to make decisions for the university which would sever or endanger its connections to the outside Establishment. In fact, they might even decide to orient the

university to the needs of students and workers, and not to those of business and the military.

This is an important point. For the previous analysis has shown how the present orientation of the university goes counter to the interests and needs of students. Operating as it does in the interests of a conservative elite, the university intellectually and culturally represses rather than liberates the student. It attempts to train in a narrow and stultifying way, rather than to give a broad and integrated training which includes an understanding of the social relevance of any field.

The university substantially contributes to the governments and corporations which at home and abroad seek to maintain their domination over the majority of the population. In relation to the outside community which it effects, the University thus unequivocally sides with the repressive political and economic elites in the world, and against the forces striving for human liberation.

The ramification of this point must be clearly understood. The university is involved in and committed to the society - but only in a certain way. For the society is not a monolithic, homogeneous one: Canada and the United States are class societies characterized by structural social conflict. Their elites rule and exploit both their own working-class and the poor, and the masses of the Third World.

The goals of Noranda Mines, for example, conflict with those of the Noranda workers and their union; the goals of the Chamber of Commerce conflict with those of the CNTU and the QFL; the goals of the Pentagon conflict with those of the national liberation movements in Asia, Africa and Latin America. And in each instance, the University sides with, and substantially aids, the Establishment minority.

As our own F. Cyril James has so adequately put it, "McGill did research in medicine to promote human life,



The radical student movement of the 1960s is eloquent testimony to the fact that human beings are not infinitely malleable objects to be formed and conditioned according to the desires of an external elite.

research in chemistry to enlarge the profits of the pulp and paper industry, research in business cycles to explain the depression and make it palatable to its victim." (in *McGill: The Story of a University*, ed. Hugh MacLennan, 1960).

The interests of exploiter-exploited, oppressor-oppressed, ruler-ruled conflict, and the university is solidly committed and contributes to the Establishment, rather than to the anti-Establishment, radical and oppositionist forces in the society and in the Third World.

The myth of "institutional neutrality" or "pluralist university" is a facade behind which the Administration hides its considerable material and intellectual support to the regressive forces of the world. The rhetoric of academic freedom is often used to obscure the reality of the situation: but the claim that one cannot dictate research projects to individual professors hides the fact of research in the service of corporations and the military; the claim that one can't discriminate against particular companies recruiting on campus justifies the Administration's giving over campus facilities to napalm-manufacturing companies to further their non-academic objectives.

What, then, is the alternative? Can the university be so oriented that it serves as an agency of liberation for both its students and the outside community?

First, it is evident that the "community of scholars" is no viable alternative. The university cannot isolate itself from the outside world, and even if it could, it would be undesirable, for, it would isolate students and faculty from the lives and struggles of the majority of people.

Is "democratization" or "student power" in itself the solution? No. Quite apart from its insular and parochial emphasis, this approach falsely concerns itself only with the forms of decision-making, not with its content: with how decisions are made, but not with what decisions are made. It avoids the crucial substantive issues of where and how the university should commit itself to the ongoing process of



social change, of what kind of people it should try to develop and what type of knowledge it should try to produce. Also, it should be noted, this emphasis upon democratization or student power, in itself, always plays into the hands of administrations, who can keep the radical movement in a perpetual debate and fight about numbers of students and faculty on governing boards while it goes on its merry way committing the university's resources and facilities to the Establishment.

The only meaningful alternative, recognizing the necessary connection of the university to society, is to commit and orient the university to different values and to the opposite side in the society in structural conflict. A "Critical University", on the basis of radically altered social priorities and ends, would dedicate itself both internally and externally to human liberation rather than to its containment and repression.

In the final analysis, a free and critical university can only develop within a fundamentally changed social and economic order. But although a socialist society is the precondition of such a university, nevertheless we can constantly press for the present university taking a radical and critical stance against the existent Establishment and orienting its educational and social-political policy in that direction.

On one level, a critical university would aim its learning and intellectual processes at the active self-development of the individual, at the liberation and expansion of his faculties and talents. Its educational structure would be participatory, rather than top-down directed absorption of techniques and information. Furthermore, a critical university would abolish the false power and status hierarchies that now permeates all aspects of academe, and would base status and authority only on the spontaneous respect for knowledge, intellect and action.

In general, democratization would characterize all levels of decision-making.

The university would not only encourage and stimulate a critical attitude in individuals, it would also develop and disseminate radical and critical social theory. Such an intellectual orientation would address itself to the relevant questions in society and the world, and would seek to unmask, dissect and demystify the real workings and human effects of the present social-economic-politic order: the dimensions of elite power, the human consequences of the capitalist organization of industry, the operations of international imperialism, the spoilation of natural resources by their corporate exploitation, etc.

An essential part of the critical intellectual work would be the development of theories and strategies of social change and revolution, as opposed to the present "social scientist's" preoccupation with counter-insurgency and social pacification techniques. It would address itself to the

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problems of social transformation, and commit itself to the concrete struggles of existing oppositionist and radical movements. And this is merely one of the ways in which it would overcome the separation of theory and practice that the present university tries to impose upon its students.

Being committed to revolutionary movements, the critical university would train organizers for work in the outside society, e.g. labour organizers, community activists in the slums, medical experts for guerilla units, and so on.

The intellectual processes of the critical university would be characterized by an unrelenting and uncompromising search for truth, and this by its very nature must be radical, critical and subversive of the status quo. These criteria conflict fundamentally with those of the present academic world, which relate more to prestige and status climbing in disciplines which partake of a generally bourgeois ideological framework.

By no means would a critical university be intellectually monolithic. On the contrary, a wide variety of critical viewpoints and approaches would co-exist and compete: the different varieties of Marxism, some forms of existentialism, anarchism, pacifism, various modern radical Catholic philosophies, and so forth. Furthermore, certain forms of liberalism would fit well into this critical framework. One must distinguish between people who are called "liberals" because of their political position of support for the present form of North American neo-capitalism, and some critical liberal schools such as that of John Stuart Mill and his modern successors - the difference between, for example, Arthur Schlesinger and Maxwell Cohen (Canada's answer to Spiro Agnew), on the one hand, and such honest and critical liberals as Christian Bay and I.F. Stone, on the other, men who often have radical (though by no means revolutionary) critiques of contemporary society but differ with revolutionaries on many points of analysis and political means. Most modern liberal academics would necessarily be excluded, since their intellectual positions support a status quo that

enforces human misery and exploitation and has little relation to truth, and since they are often more concerned with petty research notes designed to raise their personal status in the academic ladder.

The knowledge, research and theory developed in the critical university would explicitly relate to the struggles and goals of the oppressed and exploited classes.

On one level, it would contribute to the creative extension and elaboration of a revolutionary theory of society and social change. It would also, for example, counterpose and develop ideas of an alternative civilization and alternative allocations of material resources to foster genuine human progress and creativity, rather than the exploitation of human beings and the spoliation of the human environment. It would formulate socialist theories of cultural and artistic production, as well as creating and applying new cultural and artistic forms.

At another level, the critical university would combine with workers' groups to develop a workers' counter-plan for the organization of industrial expansion based on the fulfillment of human needs (as opposed to corporate or government plans based on profit maximization). Its social scientists would do research for the National Liberation Front of South Vietnam, its architects and engineers would be engaged in urban planning designed to create beautiful and inhabitable cities, etc.

Finally, the critical university would explicitly and self-consciously commit itself politically. It would end the hypocrisy of present universities which won't openly admit their political involvements, or clarify their political stands and alliances.

In all the aspects of its life, the critical university would abolish any separation of theory from practice, thought from action. For it is only by clearly acting upon one's position that one can remain an honest and integrated person; only through actively participating in the social process and in social struggles can one obtain a valid understanding of the society. ●

The university cannot isolate itself from the outside world, and even if it could, it would be undesirable, for this would isolate students and faculty from the lives and struggles of the majority of people.

... the purpose of the law is to compel people by force and fear to behave.

THE POLICE BLOTTER is a most interesting document. Across its pages there passes a panorama of human troubles, worries and suffering, as well as crimes and tales of passion. It reveals today that society is passing through a serious and vital revolution.

Change in people's lives brings with it many problems. Challenges are being made upon the long-established ways which constitute our way of life. When these break down or are discarded, law and order become weakened and there are outbreaks of irresponsibility and cruelty and crime which affront our sense of human dignity.

Increasing criminality in the midst of prosperity within the nation presents grave issues to the people of Canada. They are up against the realization that they must revise the usual hypothesis that poverty causes crime: they have to allow for the possibility that affluence, too, can be a breeder of criminal acts.

Through unnumbered centuries of human experience there have been built up certain codes of human conduct and standards of action. One of the most important civil rights is the right to live unmolested in the

enjoyment of life. This is threatened more and more, despite the efforts of legislators and the police to prevent crime, and to detect it and suppress it when it occurs.

In these days

In times of rapid industrial improvement and scientific progress there is bound to be tension. The difficulty of adjusting to new ways is very great. We recall, living as we do in the shadow of the nuclear war-head, the somewhat similar situation in Europe nearly a thousand years ago. The world had been expected to end in the year one thousand, and in the reaction which followed its reprieve there was a burst of lawlessness and brutality which sickened Europe for centuries.

Today crime is on the increase. It seems to some that this cannot be looked upon as a passing phenomenon, but as a continuing process of change in the course of which the high values we assigned to human life are being assailed and may be radically modified.

Good citizens, with normal aspirations toward the happiness which comes from virtuous living, are faced with new obligations. They need to learn to spot unhealthy situations and administer preventive medicine: they need to show by precept and example that the laws they themselves make are worthy of being observed. But while suppressing without indulgence those who practise vandalism, destruction and cruelty as part of an evening's fun, they must recognize with sympathy the fact that the farther and faster the majority travel the harder it is for the minority to keep up. Evolution of a technological society leaves behind those who are unfit, those who are timid, those who do not try, and those who resent progress. These become the disturbers of the peace and the criminals.

There is, too, a changing view of what is criminal. Even our amusements contribute to accustoming us to a lower standard. Many movie films and television shows and books depict "heroes" or "villains" who inflict pain and degradation upon people, or people who stand aside and watch while it is done.

The pace of living in urban centres has created new emotional problems. We intrude more and more upon the private lives of one another, with the consequence that new restrictive legislation becomes necessary, so that there are more laws to be broken, and breaking small laws contributes to the ease with which we break the fundamental laws of human society.

Liberty becomes license

It seems as if, in all parts of the world, a surging concern for the extension and preservation of human rights has been accompanied by a general decline in public morals. People sneer at restrictions and demand more and more freedom. Their taste of liberty and their dislike of restraint cause some to go from liberty to license. They abuse freedom, disregard the rights of others, and exceed their own rights by breaking the rules of conduct laid down by the majority.

If civil rights mean anything they mean the inviolability of the dignity of man, which requires that other people refrain from molestation and violation. If we wish to be treated equitably we must recall the precepts: If you want equity, you must do equity; If you yourself want justice, you must come to ask for it with clean hands.

The avant-garde cry for liberalization of our laws has nothing in common with this. It is a growling demand for removal of supposed

(this article originally appeared in the monthly letter of the Royal Bank of Canada).

"shackles", and it is a demand that is made under protection of the law it derides.

Crime and violence defile human dignity. People who try to make us believe that no change for the better can come about without blood and fire and illegal tumult of all kinds are profoundly ignorant of the meaning of our democracy. Democracy cannot survive if society chooses to be apathetic to lawlessness and disorder. Such neglect can lead only to anarchy.

George Bernard Shaw defined anarchy as "a state of things in which a man is free to do what he likes with his own: break your head with his own stick, for instance." Anarchy is a disavowal of law and government, a brutish life which would destroy the cohesive material that holds a society together and gives it stability.

The need for law

Criminal laws are imposed laws. They come into being because some people are not what they should be, and the purpose of the law is to compel them by force and fear to behave. Crime does not affect the victim and the guilty only; it affects all in the community.

As John Locke said in *Two Treatises of Government*: "And thus every man by consenting with others to make one body politick, under one government, puts himself under an obligation to every one of that society, to submit to the determination of the majority. It would be no compact, said Locke, "if he be left free and under no other ties than he was before in the state of nature."

This view of government, law, and the pursuit of good makes it evident that young people, with their ardour and energy, should be first in the effort to restore and maintain law and order in today's world which will be their world tomorrow. How else than in an ordered environment, maintaining a compact one with another, can they hope to realize themselves?

What law is

Law is not an invention of the strong to chain and rule the weak, nor is it an invention of the weak to limit and hold back the strong. It has two objects: to define and restrain wrongdoing, and to guide the simple.

Challenges are being made upon the long-established ways which constitute our way of life. When these break down... there are outbreaks of crime which affront our sense of human dignity.

Ideally, law would be a self-imposed discipline, made by man himself to govern his own conduct and his relationships with his fellow citizens. Morality implies not only good outward action but a sense of obligation to self - Confucius said: "The moral man can find himself in no situation in life in which he is not master of himself."

The difficulty of our day does not stem from technological things. They are neutral, and cannot be blamed. Her Majesty the Queen put it well in one of her Christmas Day broadcasts: "The trouble is caused by unthinking people who carelessly throw away

ageless ideals as if they were old and worn out machinery. They would have religion thrown aside, morality in personal and public life made meaningless, honesty counted as foolishness, and self-interest set up in place of self-restraint."

Most people in Canada have within them the essence of goodness. They detest criminal actions. It was the search for human dignity and the opportunity to live in peace that brought millions of people to this country during the past three hundred years.

In this search we need a built-in internalized governor, giving us wisdom and understanding to choose what is good. Then virtue becomes a habit.

To guide those who are unfortunately lacking in this positive morality, and to protect society and our freedoms, we have developed over the centuries a system of rules. These rules, the outgrowth of man's experience with life, respect the right of men and women to live their lives as they desire, provided they do not trespass on the rights of others.

The Criminal Code of Canada is not a book of rules compiled by kill-joys. It is a conspectus of things that should not be done, written into law by the people of Canada through their elected representatives, and printed for all to see. It puts into words our rights, duties, obligations, privileges and fundamental freedoms.

Administering the law

The enforcement of law is in the hands of the police appointed and trained and paid by the people, and its administration is in the hands of magistrates and judges of integrity. The essentials of our rule of law are these: independent judges; representative juries; freedom from arbitrary imprisonment; definition of offences so that they are clearly understood; humane and definite penalties; open trials; right of appeal to higher courts.

When an accused comes to trial he is an innocent man until he is proved guilty. The chief duty of the magistrate or judge is to see that the accused has a fair trial. He is not there to grant justice as a favour, but to get at the truth.

When the verdict is "guilty", punishment is not founded on vengeance. Society punishes the offender in order to make certain that his offence may be considered abhorrent to the minds of men. Punishment may seem brutal, but it is necessary to discourage deviational conduct which imperils the liberty and happiness of other people. Under enlightened administration it can be made reformatory, so as to train the individual to become a useful member of society.

Some will say that the first duty of society is to its fallen members, and not to its wronged and injured people. Addressing the American Bar Association in 1966, George B. McClellan, then Commissioner of the Royal Canadian Mounted Police, said this: "The pendulum has swung away over to one side, and the major emphasis today is on the protection of the accused and the rehabilitation of the criminal."

"There can be no quarrel with such objectives, but there are a great many senior police officers who are firmly convinced that the scales of justice are beginning to sag far too much on that side, and that the weight is being taken off what police officers consider the fundamental objective of law enforcement - that is, the right of society to be protected from society's enemies. There are many of us who believe that that basic right is being chipped at, chiselled away and eroded."

Any consideration of prevention of crime must be directly concerned with the moral structure of society. No matter how appealing a theory may be, the fact remains that if there is no social or moral force behind efforts to keep criminals from doing wrong, social order cannot be preserved. We must not put illusory fears about the impairment of liberty ahead of the promotion of justice.

The part police play

The police, whether dressed in scarlet, blue or khaki, are the force standing between the citizens of Canada and the anarchy of crime. They do not make the laws, but enforce them. Their effort is to maintain decency and order.

There are four kinds of police forces in Canada: the Federal police,

the Provincial police, the Municipal police, and others such as company police. The fulltime personnel of all these at the beginning of 1968 totalled 42,541.

As shareholders in the business of law enforcement, the public have given these policemen a mandate to enforce the laws of the land. We expect them to be zealous in protecting the rights of everyone. We ask them to subscribe to an oath of office which follows these lines: "I will well and truly serve... without favour or affection, malice or ill will, and I will, to the best of my power, cause the peace to be kept and preserved."

Police are the most closely supervised of all public servants. They are responsible to their immediate superiors, to Crown counsel, to the courts, and to governments at all levels elected by the people.

If Canada merits the distinction often bestowed upon her by the people of other lands of being among the most law-abiding countries in the world, a big share of the credit must go to the North West Mounted Police and their successors the Royal Canadian Mounted Police. No longer the legendary horsemen of the western plains, the police are fully modern in their methods and equipment, with jurisdiction extending in one form or another from the Atlantic to the Pacific and from the North Pole to the border of the United States.

The R.C.M.P. Force is primarily charged with the enforcement of all Federal statutes anywhere in Canada, but by special arrangement it acts as Provincial Police in several provinces and it polices more than a hundred towns and villages. It has an air division, with more than twenty airplanes, and a marine division with 37 ships. Its finger-print section, one of the oldest in the world, was started in 1910. The Force is headed by a Commissioner who reports to a Minister of the Crown, an elected member of Parliament who is a member of the Cabinet.

Crime prospers when there is lack of co-operation among those who are battling against it, and the R.C.M.P. has taken long steps toward the co-ordination of police efforts in Canada without infringing the prerogatives of municipal and provincial forces. Its



Police Information Centre has introduced the new electronic era in law enforcement, linking coast to coast by teletype and wirephoto. This service is available to provincial and municipal police in Canada, to the Federal Bureau of Investigation in Washington, and to INTERPOL, the International Criminal Police Organization. The R.C.M.P. senior training course offers advanced instruction in investigational methods to its own people, to members of police forces throughout Canada, and to those of many other countries.

There are, of course, improvements always being made in the country's police forces. Employment practices, promotional policies, training, salaries, and other things which have for some years exercised private businesses, need attention. Law and order and respect for lawful authority can survive only if those responsible for its maintenance enjoy personal security, a firm base upon which to erect the fierce pride that is needed in the profession of law enforcement.

Communication of all this to the public is urgently needed. The police have been among the last to realize that explanation of methods and public understanding of purposes are important.

A policeman's qualities

The policeman is a citizen acting on behalf of his fellow citizens. He has been put into uniform to enforce the laws that have been passed by legislators elected by the people. He does his duty as wisely, justly, bravely and temperately as possible, setting

an example of tolerance, patience, tact and respect.

Some persons talk disparagingly about "the livery of the law", but in human affairs it has always been found practical to have outward signs of inward grace. The robes of our judges and the uniforms of the police speak of a continuity of development of responsibility. They clothe the individual with the corporate authority of the law. They remind him that he is not an isolated individual acting for himself alone, that his task is not a mere matter of whim or fancy, but is one which is weighty with centuries of experience.

There is something mean-spirited about people who attack the peacekeeping force with words, sticks, stones and bombs, and then cry "police brutality" when the police take action. They are like sailors abusing the helmsman, upon whom they depend for safe arrival in harbour, or a patient berating the physician upon whose knowledge and skill his health depends.

The Criminal Code of Canada provides that "every peace officer is justified in using or in ordering the use of as much force as he believes, in good faith and on reasonable and probable grounds, (a) is necessary to suppress a riot, and (b) is not excessive, having regard to the danger to be apprehended from the continuance of the riot." And what is a riot? Section 65 of the Code makes it clear: "A riot is an unlawful assembly that has begun to disturb the peace tumultuously."

The ruling in Section 70 is peremptory, leaving the policeman no choice: "A peace officer who receives notice that there is a riot within his jurisdiction and, without reasonable excuse, fails to take all reasonable steps to suppress the riot is guilty of an indictable offence and is liable to imprisonment for two years."

The amount of force used by the police to make an arrest or prevent the performance of a criminal act is limited by the law. Section 26 of the Code reads like this: "Every one who is authorized by law to use force is criminally responsible for any excess thereof according to the nature and quality of the act that constitutes the excess."

An interesting and useful book called *Law and Order in Canadian Democracy* was issued by the R.C.M.P. in 1949. It is available to the public through the Queen's Printer for \$1.30. In it is said: "One of the most onerous and perhaps thankless duties the policeman has to perform is the maintenance of peace and order during public disturbances, riots and unlawful assemblies."

"At such times large masses of the public, convinced that they have a grievance against another faction, sometimes try to take the law into their own hands, whereupon the essential tranquility of society is disturbed, violence breaks out, and injury to person and damage to property follow."

"The police are not concerned with the issues involved, with which side is right or wrong. Nevertheless, their presence on the scene is often the

The avant-garde cry for liberalization of laws... is a demand that is made under protection of the law it derides.

signal for abusive attacks from one or both sides, who, through ignorance or contempt of the law, ignore the fact that it is the duty of the police to preserve law and order. Quite often those who complain the loudest about police interference during such times of stress are the most demanding when protection is needed for their own person and property."

Public co-operation

A police officer's efficiency is in direct proportion to the co-operation and assistance he gets from the public.

Active involvement in law enforcement is a civic duty. Upon every citizen there rests a responsibility for maintaining the peace, even to the extent that he is empowered under the law to "arrest without warrant a person whom he finds committing an indictable offence."

Two hundred years ago Edmund Burke warned: "The only thing necessary for the triumph of evil is for good men to do nothing", and Benjamin Franklin went a step further: "Wrong none by doing injuries or omitting the benefits that are your duty".

It is not the policeman's responsibility in the maintenance of law and the public peace to substitute for the family. Respect for law, said Commissioner McClellan, begins with respect for parents. It is nurtured by the learning of respect for the rights and privacy of brothers and sisters and of playmates. Such respect does not grow by itself. It is nourished,

The police... are the force standing between the citizens of Canada and the anarchy of crime.

cultivated and pruned.

Robert Paul Smith said succinctly in *Where Did You Go?* "The reason these kids are getting into trouble with cops is because cops are the first people they meet who say, and mean it, 'you can't do that'."

The children need limitations and discipline as greatly as they need opportunity and privileges. They are entering upon a world which is under constant threat, and they need ideas and principles to which they can cling with a feeling of security.

Civilization on trial

We have for many years moved with a brash confidence that man has achieved a position of independence which rendered the ancient restraints needless, but our confidence has been shaken by the uncivilized practices of many people.

The precepts of the law stand as the only anchor in a shifting sea: to live honourably, to injure no other man, to render to every man his due. This is a way of life in which men may live together, if not in mutual helpfulness, at least in mutual tolerance and freedom from fear of one another.

The only sound principle on which to base a bright future is the co-operation of all citizens in the firm application of the law. There is no middle ground. A reluctance to get involved, or just plain apathy, puts a citizen on the side of crime and against law and order just as surely as if he supplied the "get away" car.



Her only real fulfilment is supposed to come from her role as girlfriend, wife or mother.

Before we can discuss the potential of a women's liberation movement we need a more precise description of the way the oppression of women functions in capitalist society. This will also help us understand the true relation of psychological to material oppression.

(1) Male chauvinism - the attitude that women are the passive and inferior servants of society and of men - sets women apart from the rest of the working class. Even when they do the same work as men, women are not considered workers in the same sense, with the need and right to work to provide for their families or to support themselves independently. They are expected to accept work at lower wages and without job security. Thus they can be used as a marginal or reserve labor force when profits depend on extra low costs or when men are needed for war.

Women are not supposed to be independent, so they are not supposed to have any "right to work".

This essay is an edited version of an article by Myrna Wood and Kathy McAfee which was originally published in Leviathan.

This means, in effect, that although they do work, they are denied the right to organize and fight for better wages and conditions. Thus the role of women in the labor force undermines the struggles of men workers as well. The boss can break a union drive by threatening to hire lower paid women or blacks. In many cases, where women are organized, the union contract reinforces their inferior position, making women the least loyal and militant union members. (Standard Oil workers in San Francisco recently paid the price of male supremacy. Women at Standard Oil have the least chance for advancement and decent pay, and the union has done little to fight this. Not surprisingly, women formed the core of the back to work move that eventually broke the strike).

In general, because women are defined as docile, helpless, and inferior, they are forced into the most demeaning and mind-rotting jobs - from scrubbing floors to filing cards - under the most oppressive conditions where they are treated like children or slaves. Their very position reinforces the idea, even among the women themselves, that they are fit for and should be satisfied with this kind of work.

(2) Apart from the direct, material exploitation of women, male supremacy acts in more subtle ways to undermine class consciousness. The tendency of male workers to think of themselves primarily as men (i.e. powerful) rather than as workers (i.e. members of an oppressed group) promotes a false sense of privilege and power, and an identification with the world of men, including the boss. The petty dictatorship which most men exercise over their wives and families enables them to vent their anger and frustration in a way

which poses no challenge to the system. The role of the man in the family reinforces aggressive individualism, authoritarianism, and a hierarchical view of social relations - values which are fundamental to the perpetuation of capitalism. In this system we are taught to relieve our fears and frustrations by brutalizing those weaker than we are, so that a man in uniform is made into a Pig, the foreman intimidates the man on the line, the husband beats his wife, child, and dog.

(3) Women are further exploited in their roles as housewives and mothers, through which they reduce the costs (social and economic) of maintaining the labor force. All of us will admit that inadequate as it may be, North American workers have a relatively decent standard of living, in a strictly material sense, when compared to workers of other countries or periods of history. But North American workers are exploited and harassed in other ways than through the size of the weekly paycheck. They are made into robots on the job; they are denied security; they are forced to pay for expensive insurance and can rarely save enough to protect them from sudden loss of job or emergency. They are denied decent medical care and a livable environment. They are cheated by inflation. They are "given" a regimented education that prepares them for a narrow slot or for nothing. And they are taxed heavily to pay for these "benefits".

In all these areas, it is a woman's responsibility to make up for the failures of the system. In countless working-class families,

it is mother's job that bridges the gap between week-to-week subsistence and relative security. It is her wages that enable the family to eat better food, to escape their oppressive surroundings through a trip, an occasional movie, or new clothes. It is her responsibility to keep her family healthy despite the cost of decent medical care; to make a comfortable home in an unsafe and unlivable neighborhood; to provide a refuge from the alienation of work and to keep the male ego in good repair. It is she who must struggle daily to make ends meet despite inflation. She must make up for the fact that her children receive no education and she must salvage their damaged personalities.

A woman is judged as a wife and mother - the only role she is allowed - according to her ability to maintain stability in her family and to help her family "adjust" to harsh realities. She therefore transmits the values of hard work and conformity to each generation of workers. It is she who forces her children to stay in school and "behave" or who urges her husband not to risk his job by standing up to the boss or going on strike.

Thus the role of wife and mother is one of social mediator and paci-

It is her responsibility to provide a refuge from the alienation of work and to keep the male ego in good repair.

fier. She shields her family from the direct impact of class oppression. She is the true opiate of the masses.

(4) Working-class women and other women as well are exploited as consumers. They are forced to buy products which are necessities, but which have waste built into them, e.g. the price of soap powder includes fancy packaging and advertising. They also buy products which are wasteful in themselves because they are told that a new car or TV will add to their families' status and satisfaction, or that cosmetics will increase their desirability as sex objects. Among "middle-class" women, of course, the second type

of wasteful consumption is more important than it is among working-class women, but all women are victims of both types to a greater or lesser extent, and the values which support wasteful consumption are part of our general (cross-class) culture.

(5) All women, too, are oppressed and exploited sexually. For working-class women this oppression is more direct and brutal. They are denied control of their own bodies, when as girls they are refused information about sex and birth control, and when as women they are denied any right to decide whether and when to have children. Their confinement to the role of sex partner and mother and their passive submission to a single man are maintained by physical force. The relative sexual freedom of "middle-class" or college-educated women, however, does not bring them real independence. Their sexual role is still primarily a passive one; their value as individuals still determined by their ability to attract, please, and hold onto a man. The definition of women as docile and dependent, inferior in intellect and weak in character cuts across class lines.

A woman of any class is expected to sell herself - not just her



body but her entire life, her talents, interests, and dreams - to a man. She is expected to give up friendships, ambitions, pleasures, and moments of time to herself in order to serve his career or his family. In return, she receives not only her livelihood but her identity, her very right to existence, for unless she is the wife of someone or the mother of someone, a woman is nothing.

In this summary of the forms of oppression of women in this society, the rigid dichotomy between material oppression and psychological oppression fails to hold, for it can be seen that these two aspects of oppression reinforce each other at every level. A woman may seek a job out of absolute necessity, or in order to escape repression and dependence at home:

In either case, on the job she will be persuaded or forced to accept low pay, indignity and a prison-like atmosphere because a woman isn't supposed to need money, or respect, and her only real fulfillment is supposed to come from her role as girlfriend, wife or mother. Then, after working all week turning tiny wires, or typing endless forms, she finds that cooking and cleaning, dressing up and making up, becoming submissive and childlike in order to please a man is her only relief, so she gladly falls back into her "proper" role.

All women, even including those of the ruling class, are oppressed as women, in the sense that they must sell themselves to a man for the right to live, and in the sense that they are defined as passive and inferior. This definition of women is part of bourgeois culture - the whole superstructure of ideas that serves to explain and reinforce the social relations of capitalism. It is applied to all women, but it has very different conse-

The definition of women as docile and dependent, inferior in intellect and weak in character cuts across class lines.

quences for women of different classes. For a ruling class woman, it means she is denied real independence, dignity, and sexual freedom. For a working class woman it means this too, but it also justifies her material super-exploitation and physical coercion. Her oppression is a total one.

It is true, as the movement critics assert, that the present women's liberation groups are almost entirely based among middle-class women, i.e. college and career women, and that the issues of psychological and sexual exploitation and, to a lesser extent, exploitation through consumption, have been the most prominent ones.

It is not surprising that the women's liberation movement should begin among bourgeois women, and should be dominated in the beginning by their consciousness and their particular concerns.

Radical women are generally the post-war middle-class generation that grew up with the right to vote, as well as the chance at higher education and training for supportive

roles in the professions and business. Most of them are young sophisticated enough to have not yet had children and do not have to marry to support themselves. Therefore, in comparison with most women, they are capable of a certain amount of control over their lives.

The higher development of bourgeois democratic society allows the women who benefit from education and relative equality to see the contradictions between its rhetoric (every boy can become president) and their actual place in that society. The working-class woman might believe that education could have made her financially independent but the educated career woman finds that money has not made her independent. In fact, because she has been allowed to progress half-way on the upward-mobility ladder she can see the rest of the distance that is denied her only because she is a woman. She can see the similarity between her oppression and that of other sections of the population. Thus, from their own experience, radical women in the movement are aware of more faults in the society than racism and imperialism. Because they have pushed the democratic myth to its limits, they know concretely how it limits them.

At the same time that radical women were learning about American society they were also becoming aware of the male chauvinism in the movement. In fact, that is usually the cause of their first conscious verbalization of the prejudice they feel: it is more disillusioning to know that the same contradiction exists between the movement's rhetoric of equality and its reality, since we expect more of our comrades.

This realization of the deep-seated prejudice against themselves in the movement produces

two common reactions among its women:

1. a preoccupation with this immediate barrier (and perhaps a resultant hopelessness) and 2. a tendency to retreat inward, to buy the fool's gold of creating a personally liberated life style.

However, our concept of liberation represents a consciousness that conditions have forced on us while most of our sisters are chained by other conditions, biological and economic, that overwhelm their humanity and desires for self-fulfilment. Our background accounts for our ignorance about the stark oppression of women's daily lives.

Few radical women really know the worst of women's condition. They do not understand the anxious struggle of an uneducated girl to find the best available man for financial security and escape from a crowded and repressive home. They have not suffered years of fear from ignorance and helplessness about pregnancies. Few have experienced the constant violence and drunkenness of a brutalized husband or father. They do not know the day-to-day reality of being chained to a house and family, with little money and lots of bills, and no diversions but TV.

Not many radical women have experienced nine to eleven hours a day of hard labor, carrying trays on aching legs for rude customers who may leave no tip, but leave a feeling of degradation from their sexual or racist remarks - and all of this for eighty to ninety dollars a week. Most movement women have not learned to blank out their thoughts for seven hours in order to type faster or file endless numbers. They have not felt their own creativity deadened by this work, while watching men, who were not trained to be typists, move on to higher level jobs requiring "brain-work".



In summary: because male supremacy (assumption of female inferiority, regulation of women to service roles, and sexual objectification) crosses class lines, radical women are conscious of women's oppression, but because of their background, they lack consciousness of most women's class oppression.

In order to form a women's liberation movement based on the oppression of working-class women we must begin to agitate on issues of equal rights and specific rights. Equal rights means all those "rights" that men are supposed to have: the right to work, to organize, equal pay, promotions, conditions; equal (and *not* separate) education. Specific rights means those rights women must have if they are to be equal in the other areas: free, adequate child care, abortions, birth control for young women from puberty, self defense, desegregation of all institutions (schools, union, jobs). It is not so much an academic question of what is correct theory as an inescapable empirical fact: women must fight their conditions just to participate in the movement.

The first reason why we need to fight on these issues is that we must serve the people. That slogan is not just rhetoric with the Black Panthers but reflects their determination to end the exploitation of their people. Similarly, the women's liberation movement will grow and be effective only to the extent that it abominates and fights the conditions of misery that so many women suffer every day. It will gain support only if it speaks to the immediate needs of women. For instance:

(1) We must begin to disseminate birth control information in high schools and fight the tracking of girls into inferior education. We must do this not only to raise the

consciousness of these girls to their condition but because control of their bodies is the key to their participation in the future. Otherwise, their natural sexuality will be indirectly used to repress them for struggles for better jobs and organizing, because they will be encumbered with children and economically tied to the family structure for basic security.

(2) We must raise demands for maternity leave and child-care facilities provided by management (i.e. paid for, not controlled) as a rightful side benefit of women workers. This is important not only for what those issues say about women's right to work but so that women who choose to have children have more freedom to participate in the movement.

(3) We must agitate for rank-and-file revolt against the male supremacist hierarchy of the unions and for demands for equal wages. Only through winning such struggles for equality can the rank and file be united and see their common enemies - management and union hierarchy. Wives of workers must fight the chauvinist attitudes of their husbands simply to be able to attend meetings.

(4) We must organize in stores, restaurants, offices, and hospitals where vast numbers of women have no bargaining rights or security. In doing so we will have to confront the question of a radical strategy towards established unions and the viability of independent unions.

(5) We must add to the liberal demands for abortion reform by fighting against the hospital and doctors' boards that such reforms lead too. They will in no way make abortions more available for the majority of non-middle-class women or young girls who will still be forced to home remedies and butchers. We must insist at all times on the right of every woman

The women's liberation movement will grow and be effective only to the extent that it fights the conditions of misery that so many women suffer every day.

to control her own body.

(6) We must demand the right of women to protect themselves. Since the Pigs protect property and not people, since the violence created by the brutalization of many men in our society is often directed at women, and because not all women are willing or able to sell themselves (or to limit their lives) for the protection of a male, women have a right to self-protection.

This is where the struggle must begin, although it cannot end here. In the course of the fight we will have to raise the issues of the human relationships in which the special oppression of women is rooted: sexual objectification, the

division of labor in the home, and the institutions of marriage and the nuclear family. But organizing "against the family" cannot be the basis of a program. An uneducated working class wife with five kids is perfectly capable of understanding that marriage has destroyed most of her potential as a human being - probably she already understands this - but she is hardly in a position to repudiate her source of livelihood and free herself of those children. If we expect that of her, we will never build a movement.

As the women's liberation movement gains strength, the development of cooperative child care centers and living arrangements and the provision of birth control may allow more working-class women to free themselves from slavery as sex objects and housewives. But at the present time, the insistence by some women's liberation groups that we must "organize against sexual objectification" and that only women who repudiate the family can really be part of the movement reflects the class chauvinism and lack of seriousness of women who were privileged enough to avoid economic dependence and sexual slavery in the first place.

In no socialist country have women yet achieved equality or liberation, but in the most recent revolutions, (Viet Nam, Cuba, and China's cultural revolution) the women's struggle has intensified. It may be that in an advanced society such as our own, where women have had relatively more freedom, a revolutionary movement may not be able to avoid a militant women's movement developing within it. But the examples of previous attempts at socialist revolutions prove that the struggle must be instigated by militant women; liberation is not handed down from above. ●

The university scientist plays many different roles: he is an academic, engaged in the pursuit of truth; he is a member of a profession, sort of fraternity with its own customs and traditions and establish ways of doing things; he is the embodiment of a legend and a mystique which gives to science the ability to perform miracles, and which prohibits the layman from questioning anything that has solemnly been pronounced "scientific."

But in addition to these pleasant and seemingly innocuous functions,

Scientists must be prepared to withdraw their services to society in response to dangerous national policies.

the scientist has become increasingly important in the workings of the state--many social and political problems, especially those involving "national defense", demand research and development by scientists working at universities, or by scientists who have received their training there.

The result, especially in the United States, is that the government has distorted and used the roles which the scientist so blithely continues to play, to the extent that the scientific community has become an instrument of government policy and has lost a large part of the independence it once had.

The scientist's academic, dispassionate search for truth has been strongly influenced by the direction of government spending: national priorities being what they are, it has been easier to develop missile technology than to investigate the damage that air and

water pollution are doing to our environment. Similarly, physics, with its reputation for discovering nuclear weapons, has been funded much more lavishly than some of its sister sciences with equal claims to the pursuit of scientific truth.

This kind of government contamination is most evident in applied, mission-oriented research, where grant proposals are routinely influenced by the kind of projects the government, usually the military, wants to support. But even in the basic sciences, where applications are not immediately expected, the federal government has taken over a disproportionate share of the funding, with the result that control over professional standards and practices has been taken away from the scientists, with whom it has traditionally resided.

In physics, for example, there had been until recently a high level of government support for high-energy research. This led to overcrowding of the graduate schools

in this area, something which the individual physics departments could not control, and which has been detrimental to the research workers. With only a limited number of interesting topics for investigation, many have been forced to insignificant drudgery in order to gain their PhD's or to publish enough to avoid academic demise. Published research in high-energy physics has grown exponentially in volume but the content of each individual paper has reached new levels of irrelevance. One scientist went so far as to react by manufacturing buttons that read

This article was written by Alan Chodos, a Montreal native now doing graduate work in physics at the Massachusetts Institute of Technology. He was one of the organizers of the March 4 teach-in and strike against government misuse of scientific knowledge last year. He says, "One of the attitudes I find among Canadian scientists is 'We should be thankful that the American problems are not our problems' - that kind of stupidity will lead Canadian scientists into just as bad if not worse problems."

"Stop producing high-energy theorists" and distributed them among his colleagues.

Apparently, the government took notice of this, because last year there was a sudden sharp cutback in funds for high-energy research. (Actually, the cutback had little to do with an intelligent government approach to science--the decision was a political one that involved domestic budget cuts brought on by the Viet Nam war.) The effect of these cuts was to produce an acute shortage of jobs for the inflated number of young

PhDs. High-energy physicists have been in a state approaching panic this year trying to find jobs for the students they had trained--the editor of *Physics Today* even advised in an editorial that PhDs without jobs could always join the Peace Corps! (So indeed they can, but it seems a rather roundabout and inefficient way for the government to train Peace Corps volunteers.)

The situation in high-energy physics is perhaps the most drastic, but it is illustrative of how massive government intervention can undermine and threaten to destroy the status of pure science as a profession.

With this kind of control over the academic and professional aspects of science, it is not surprising that the government has also found ways to use the religious nature of science for its own ends. Government policies are common-

ly backed by scientific studies proving that the administration is doing the right (i.e. the "scientific") thing. On a technical question such as the deployment of a new weapons system, the expertise of the physical scientist is used: a fiscal decision, whether or not it is made by economists, is obscured by economic jargon to the point that the layman, convinced that only a PhD can understand it, gives up his right as a voter to pass judgment on it; similarly, political scientists are employed to justify decisions made by politicians.

Inasmuch as the scientific credentials of the social sciences are suspect, and their ability to prove anything highly questionable, this use of political scientists, sociologists and the like by the government really amounts to trading on the reputation for technological and medical wizardry that has been earned by the natural sciences.

This particular misuse of science might be somewhat more tolerable were it not for the fact that scientists are in reality largely ignored when important decisions are made. The fact that at least nine out of ten physicists are against the Anti-Ballistic Missile system carries little weight beside the considerations of economic health for defense-oriented industry, and the accumulated momentum of the arms race (which seems to operate independently of what the Russians may or may not do) — factors which go under the general heading of the Military-Industrial Complex.

Even in supposedly non-political purely scientific matters, the



Why is this man laughing?

scientists are not listened to: the National Science Foundation is dedicated to the support of pure science, and yet President Nixon vetoed the scientific community's choice to head the NSF because of his political stand on the ABM. Scientists were outraged by this affront to their independence, but their inability to act served only to bring home once again how impotent they are in the face of narrow but powerful political, military and economic forces.

The questions naturally arises: how, if at all, can the scientific community extricate itself from this predicament? How can scientists exert influence to shape national policies toward more humane and constructive ends, rather than being agents of whatever regressive and repressive policies the government may choose to adopt?

These are large questions, but the first steps in their solution seem clear:

1. Scientists must recognize their true position in the social structure—their services are often vital for the implementation of government policy, but their opinions are largely ignored. Having no control over the course of events, they are merely called upon to function as the government directs. They may be well rewarded for their services, but as was pointed out above, there are severe disadvantages, in particular that of involuntary servitude, to the posi-

tion that the scientific community is in.

2. The only way for scientists to exert sufficient power to counteract the forces arrayed against them, is through collective action at a grass-roots level. They cannot rely on a small number of representatives in the nation's capital—these men have no real constituency, and can be easily ignored whenever other pressures are applied. Nor can they depend on individual action by scientists, although this can be useful (in particular it can be important for individual scientists to communicate with the public at large, the primary message being that very few government decisions are so technical that the layman must relinquish his capacity for judgment; the people cannot blindly accept the decisions of so-called experts on matters of the greatest moment for themselves and mankind).

What is required is an organization, or organizations of scientists that will be able to lobby for their positions among legislators; to provide their expertise in the service of worthwhile causes; and finally, to threaten and perhaps even to carry out, the withdrawal of their services to society in response to dangerous national policies.

This kind of action would have been deemed unthinkable among scientists a year ago; but as they begin to appreciate their true position in society, and to lose their outmoded ivory-tower attitudes, one begins to feel that given some hard organizational work and the right turn of political events, it may yet come to pass. ●

The university looks more like a centre for industrial activity than a community of scholars.

"The function of college is not to prepare you for life," the philosopher Paul Weiss said. "It is to prepare you to be a man, and when you are a man you can face life, whatever the conditions."

In all likelihood most Americans believe, like Weiss, that universities are places where professors teach students. They are wrong. In fact, the university looks more like a center for industrial activity than a community of scholars.

The general citizenry may be surprised to learn that they pay such high prices for medicines partly because the universities ganged together and lobbied Congress on behalf of the drug companies; that the professor of medieval history at Princeton University runs from his classes to the Central Intelligence Agency, where he helps straighten out the spies; and that Yale University hawks about a mutual fund.

In the *Notes on the Post Industrial State*, Daniel Bell makes it plain enough: "The university, which is the place where theoretic

knowledge is sought, tested and codified in a disinterested way, becomes the primary institution of the new society. Perhaps it is not too much to say that if the business firm was the key institution of the past one hundred years because of its role in organizing production for the mass creation of products, the university will become the central institution of the next hundred years because of its role as the new source of innovation and knowledge."

The university industry basically consists of 2200 institutions, with total annual revenues of \$10 billion and a growth rate of some 10 percent. The business employs half a million people as instructors, and holds 6.7 million students. The shape of the industry changes, depending as it does on the shifting alliances with government, which supplies much of the money for research, and on business, which makes the products resulting from the research.

It is difficult to gain any clear understanding of the university because it remains as one of the few large secret organizations within the nation. One can find out more about the activities of a public corporation than about a university. The trustees of private universities are invariably self-perpetuating bodies of businessmen who meet in private and do not publish accounts of their activities. In public institutions, where there are more apt to be periodic open meetings of the regents and trustees who are elected or appointed by the state governor, the real business goes on behind the scenes in executive sessions, and the minutes of these back-room deals are either nonexistent or never made public. Institutions of higher learning are tax exempt, yet unlike the foundations which enjoy the same status but are required by the Internal Revenue Service to make public certain financial information, universities are not subject to such provisions. And so far as the private colleges are concerned, the government allows them to operate in total secrecy if they desire. Many of the large private universities do publish fi-

nancial reports to reassure their alumni, but this is not a standard practice. Columbia University will make available on request a list of its securities investments but refuses to disclose real estate holdings, a delicate matter since some of them are located in slum areas. The University of Chicago will not disclose any of its investments. Even though Long Island University, a private university, is chartered by the state of New York and numbers among its trustees a U.S. congressman, Ogden Reid, it refused to provide a financial report to a state legislative committee investigating its activities. The University of California, a public institution - the largest university in the world - with a budget of nearly \$1 billion, steadfastly refused to disclose its holdings, and even the members of the regents committee which invests the money have expressed their ignorance of where it goes. At the University of Maryland the budget is figured with the administration by a planning bureau, which will not even make known the full details to different academic departments, on the general theory that if one department doesn't know what the others are getting, it won't be likely to argue about the course of university expansion.

While it is usual to distinguish between private and public universities, this can be misleading. Two thirds of American students go to public institutions, and the government spends large amounts of money in both types of schools, so much so that Clark Kerr, former

This article is taken from the first chapter of James Ridgeway's book, *The Closed Corporation: American universities in crisis*. Copyright 1968 by James Ridgeway.

president of the University of California, calls the modern university the "Federal Grant University."

"In the Northwest Ordinance of 1787, the federal government set forth its intention of encouraging education, but as a practical matter this meant little until the passage of the Morrill Act of 1862 and subsequent legislation which provided land for public institutions and funds for instruction in agriculture. This led to the establishment of university-operated agricultural extension programs and farm experiment stations. In World War I the government spent a little money at universities for research in improving aircraft and established the ROTC programs for training officers. By the 1930's it was spending money for research in cancer through the creation of the National Cancer Institute. During the depression the universities assisted the government with New Deal public works measures.

The U.S. government's involvement with the universities had a distinctly utilitarian bent, tied for the most part to industrial or military ends; by contrast, the European universities had become research centers. Consequently, many of the great scientists in the United States during the early part of the century were schooled abroad. Because of the demands of the second world war, the scientists and the military formed a working partnership which resulted first in the dramatic scientific breakthroughs leading to the atomic bomb, and subsequently widened into the present pervasive relationship between government and all segments of the Academic Community.

The first controlled chain reaction which led to the development of the atomic bomb was achieved in laboratories at the University of Chicago. Johns Hopkins ran the Applied Physics Laboratory which developed the self-deteriorating proximity fuse. The Radiation Laboratory at MIT was the main center for radar research. During the period of the cold war the ties between university scientists and the government broadened and solidified. Many of the studies which

led to the development of the hydrogen bomb were made by university scientists who spent their summers at Los Alamos; the father of the bomb, Edward Teller, of course, is from the University of California. The Lincoln Labs at MIT carried forward work on radar defense warning systems, as well as on missile guidance systems. The Jason Division of the Institute for Defense Analysis, a think tank run for the Defense Department by twelve universities, made studies for the military on missile re-entry problems, counter-insurgency and tactical uses of nuclear warfare in Southeast Asia. Professors at Harvard and MIT worked on building clever communications systems for the military, and others worked secretly during the summers on breaking codes. It was during the 1950's that the CIA began its covert financing through universities. It was interested in building up anti-communist student movements

at home and creating anti-communist labor unions abroad.

Today more than two thirds of the university research funds come from the Department of Defense, the Atomic Energy Commission or the National Aeronautics and Space Administration, all closely concerned with defense matters. Much of this money is channeled to a small number of well-known universities. A congressional study in 1964 indicated that of 2100 universities, ten received 38 percent of the federal funds for research and development. (They are the University of California, MIT, Cornell, Columbia, University of Michigan, Harvard, Illinois, Stanford, Chicago and Minnesota.) This money often accounts for large portions of the universities' total budgets. Thus, 80 percent of MIT's funds are estimated to come from the government; Columbia and Princeton get about 50 percent of their money from Washington. In addition, there has been widespread covert funding by the CIA of university projects through front foundations.

The universities' growing liaison with the defense agencies over the past decade has coincided with the expanding importance of the Defense Department, which under Robert McNamara wandered rather far afield from military matters. The Defense Department, which bought the professors' expertise, helped shape the aerospace industry, then laid the groundwork for and supported the new education business. As a hedge against disarmament, the Defense Department encouraged the electronics firms which relied on it for business to get into other fields, one of which was to develop the computer for use in teaching children. The Defense planners also were leaders among those who pointed out that there might be businesses in slum rebuilding, water and air pollution abatement. The Defense Department helped write the poverty program, and when under the stewardship of Sargent Shriver it failed to meet expectations, McNamara sent along efficiency experts to restore order. McNamara's assistants were put in the Department of Health, Education and Wel-

fare, where they remodeled it in imitation of the Pentagon. As they moved from one endeavor to the next McNamara's staff towed along professors to add their expertise.

In a good many instances the liaisons between the defense agencies and the universities were accomplished through the federal contract research centers. There are forty-seven of them; the centers do \$1.2 billion worth of research and development work annually, almost all of it sponsored by the Defense Department or the Atomic Energy Commission. Nearly half the money goes to centers managed by universities. The center idea has provided a convenient way for inveigling bright scientists into defense work. The government can pay the scientists higher wages by hiring them through universities, thereby getting around the civil service pay scales. As for the scientists themselves, they appear more distinguished to their colleagues as members of the faculty of some great university than if they were working on bomb sites in some dingy Pentagon office. And the centers give the universities a bit of prestige and a management fee. (Johns Hopkins gets \$1 million annually in fees for administering the \$50 million budget of the Applied Physics Laboratory.)

In theory, the government gets the best independent scientific advice in this manner, but in fact, what happens is that the major universities become first captive and then active advocates for the military and para-military agencies of government in order to get more money for research. This leads to bizarre situations: last spring Senator Fulbright, the chairman of the Senate Foreign Relations Committee, announced he had been denied certain information concerning the war in Vietnam, prepared for the Defense Department by the Institute for De-

fense Analysis, although the presidents of the sponsoring universities had access to it.

During the presidency of John Kennedy the Defense Department civilians were important in fashioning and implementing schemes for limited war and counter-insurgency, which resulted in the army's being viewed as an instrument of foreign policy in Southeast Asia and Latin America. Previously it had been widely assumed that the conduct of foreign affairs was the job of the State Department. Whereas during past wars the military relied on relatively straightforward methods of pitting armies against one another, during the Kennedy and early Johnson periods the civilians in the Defense Department got excited about the possibilities of using propaganda devices to manipulate the internal policies of foreign countries, and this in turn led to financing grandiose projects by university social scientists to study the behavior of the enemy, and involving foreign universities in the same work through grants. In 1968, the military will be spending approximately \$50 million for projects related to developments in U.S. foreign policy. While there is some pressure within the Congress for stopping these projects, it is more likely that they will instead be expanded, for the social scientists have lately been smitten with what the Defense Department calls "Peacefare," ways of transposing the ideas and machinery employed by the military for civilian uses, such as counter-insurgency tactics in the ghetto, or teaching blacks to behave themselves by putting them all in the army, where, as Patrick Moynihan argues, they may learn a trade before being packed into a coffin in Vietnam.

It was through the Defense Department that the universities and

business first worked together in consortia arrangements to develop complicated weapons systems. This troika arrangement is slowly evolving into a new sort of corporate machine, or more precisely, machine parts which engage or disengage depending on the job to be done. Basically, the parts consist of the university, where products or processes are conceived, the government, which finances their development, and private business, which makes and sells the finished item.

The emerging forms of corporate organization are very much in flux, but the professor entrepreneurs, who dart back and forth from university to government to business, help shape corporate structures and policies.

The theory is that the activities of the corporations can be planned and set in motion by scholars who scheme together at their innards. Other scholars within the government make sure the goals of production are worthy, and to control the activity of the corporations, they ring changes through the economic machinery, as, for example, in the late Senator Robert Kennedy's slum rehabilitation plan. Its central feature is to bring outside economic support into the ghetto and yet promote the illusion of black control. In fact, the control remains with the large corporations, which in return for widening their power base are slightly more beneficent, hiring some blacks but passing on the cost of their involvement to the consumers through higher prices.

So the scholars dash back and forth, building the new economic and political machinery. They see themselves as renaissance men, the proprietors of the new factories.

a short history of McGill

*James McGill, James McGill
He's our father, oh yes rather
James McGill*

-old McGill yell

*The McGill yell is at all times
an appealing cry, but to hear it
on French soil gives one to think
of the far-reaching influence of a
wisely directed bequest to educa-
tion. Truly, James McGill builded
better than he knew.*

-Sir William Peterson

The armies of occupation which overran the valley of the St. Lawrence in 1760 were allowed only a modicum of the rape and pillage sometimes attendant upon the violent seizure of state power. It was the lucrative waterway, not the subsistence farming, which held the attention of venturesome Britons.

The name of the game was fur, and at that time success lay in the ruination of Indians, not habitants. True, there was a budding French fur-trading and merchant class which had to be swept from the field, but this was accomplished by the simple expedient of forbidding French ships to dock anywhere in Quebec, thus amputating the hapless gentlemen from their suppliers and financiers. It remained only for the enterprising British merchants who flocked to Montreal in the rear of the garrison troops to organize dispossessed Canadiens into gangs of canoe paddlers, and set out for the Great Lakes.

The Indians were guileless, the voyageur labor was necessarily cheap, the military government of the colony existed almost entirely to protect their interests: the new merchants and their London principals accumulated booty from the fur trade as only complete monopolists can. By the 1780's many of them were rich enough to run their operations from the comfort of their town houses or suburban estates in Montreal.

*This article on the history of McGill was written
for the Student Handbook by Mark Wilson.*



James McGill

One of these was James McGill, and in all but one respect he was very much like his fellows. He introduced thousands of primitive Indians to an advanced market economy (it took them some time to understand what was meant by the concept of private property), and "created jobs", as his present-day counterparts still do, for hundreds of French Canadians thrown into the pool of cheap labor. Developing a taste for the amenities of life, he bought black slaves for his household (a later scion of the family, Bank of Montreal president Peter McGill, harbored Confederate spies in his home during the Civil War while his lower-class compatriots organized the underground railway). In

1791, when the benefits of Britanic civilization were extended so far as to grant Quebec an elected legislature (the colons were restless - they were talking to the Americans and reading the dispatches from France), he got himself elected to it with a dozen of his Anglo Saxon merchant fellows. To their consternation, the French representatives, who outnumbered them three to one, were intent upon having their language accepted as co-equal with English in assembly sessions, and the bitter protests of McGill and friends against this impertinence were unavailing. Since the legislature was quite powerless in anything that really mattered, McGill's life was not thereby made materially less pleasant, and he turned to other concerns.

Growing old, childless, perhaps musing on the impermanence of mortal lives and social orders, he conceived the one idea that would cause his name to be remembered, his birthday celebrated, and his memory praised hundreds of years after his death, and would cause to be transmitted to unborn generations of Anglo-Saxon Montrealers, the knowledge and values they would need to preserve their domination of Quebec.

Into his will he wrote a bequest of ten thousand pounds and his suburban Burnside Estate for the founding of McGill University.

There was one hitch in his designs on posterity which McGill did not anticipate, and this almost caused his university to perish before birth.

He had taken a Canadienne for a wife, the colony not yet having been fit for British women. His wife's nephew and his residual heir, François Desrivieres, fought the provisions of McGill's will tooth and nail, and dragged its executors through the courts for 16 years. In the end he lost his battle against the Anglo-Saxon's disposal of accumulated surplus value; but to

this alert and persevering Québécois must go the credit for first contesting the position of McGill in Quebec society, a contestation which his compatriots have recently taken up with renewed vigor.

There was, however, another, much more fundamental reason why McGill University was either non-existent or a pitiable collection of cow pastures and decaying buildings for many years after the formal granting of its royal charter in 1821, and why Desrivieres was successful for so long in his rearguard action. The only people in Montreal who were capable of setting a university on its feet, the ruling group of Anglo Saxon merchants, were simply not interested in something so marginal to their concerns as an institution of higher education, and they were not to become interested until the 1880's.

There was still, at that time, no royally chartered university in British territory outside the home islands. Needless to say, there was no French speaking university in Quebec when McGill was chartered, though the French speaking population was far more numerous. (Contrary to popular myth, this was not because French Canadian society was wholly priest-ridden and uninterested in secular things or education. The British forcibly closed the Seminary of Quebec after the conquest because it was run by Jesuits, and the evidence shows that for the first 80 years the occupiers did not permit the Roman church as a social institution to gain predominant influence in French Canadian affairs. On the contrary, as French Canadians got the hang of the quasi-democratic but powerless civil institutions granted in 1791, they used them to push vigorously, for popular demands. So vigorously, in fact, that British reaction and repression resulted in the completely secular revolution of 1837. Only after crushing this insurrection did the British realize that if the conservative Catholic clergy were given their head and other possible avenues of Québécois initiative were blocked off, they would prove a valuable and necessary group of collaborators in managing and keeping down their people. This worked



Sir William Dawson

well for over a hundred years. The Jesuits were invited back, and in 1852 they set up what was to become Laval University).

In the period following the War of 1812, the small group of men for whom Canada was run had all their energies taken up by the transition from mercantile to industrial activity, and had no time for such frivolities as universities. Far no longer occupied centre stage, and much attention was concentrated on huge monopoly land grabs (dispensed by the crown). These had the double attraction of enormous speculative profits and the driving up of prices, which forced much of the growing colonial population off the land and into the urban cheap labor pools in preparation for the coming industrialization. It was no coincidence that the Anglican clergyman who is nominally recorded as McGill's first principal, Jehosphat Mountain, spent no time at all actually organizing the univer-

sity. He was too busy ensuring that the Anglican Church would cash in on 673,000 acres worth of the land-speculation pie in Quebec. The fortunes of the founding which James McGill had left on Montreal's doorstep were left to a gaggle of small-timers and lower clergy.

In 1855, however, the governors of McGill University made a fortuitous decision, one which was more important than they could have realized at the time. Searching for a new principal, and rebuffed in looking for someone of repute in the home islands willing to do a stint in the colonies, they settled for a young Nova Scotian school superintendent, a self-educated geologist named William Dawson.

He was the right man at the right time. More than any other single man before or since, William Dawson made McGill; but his 38-year tenure as principal was one long confirmation of the observation of a German contemporary, that men make history, but only such history as it is possible for them to make.

A zealous polymath who trained himself in everything from the natural sciences to Hebrew, Dawson combined an unrelenting gluttony for work with a Calvinist ethic which placed the study of the material handiwork of God far above the humanist's concern for the transient relations of suspect mortals. Most important for his work at McGill, he shared the successful colonial businessman's respect for practical things and distrust of the marginalia of higher education, such as art and literature. "There can be no question," he said in his inaugural address, "that the widespread dissatisfaction arising... from the apparent want of applicability of collegiate studies to the ordinary pursuits of life, has been largely influential in withdrawing public sympathy and support from the higher institutions of learning." Thus saying, he set about repairing buildings, collecting a few books, setting up new courses, hiring new teachers, and ceaselessly trying to raise money.

At last his fellow Scotsmen who ran Canada began to realize that Dawson was their man, and to notice McGill. His Protestant ethic

in education suited their outlook: they were at that moment busily ripping God's material handiwork out of Canada's rocks, forests, and fields, and they perhaps were aware that the regime of human relations over which they presided would not bear close examination by a humanist. Dawson's emphasis on practicality warmed their hearts, or at least their chequebooks.

Moreover, like James McGill 70 years earlier, they now had ready money and were interested in putting some of it into education. The fortunes which had accumulated from fur, land speculation, and timber had been directed in the 1850's to frenetic railway-building. Canadian cabinets of the mid-nineteenth-century were composed largely of railway promoters, who seem to have spent most of their time granting each other charters, loaning government monies for construction at ridiculous rates, and following up with outright giveaways of public land and cash. This orgy of profiteering culminated in the building of the CPR, in itself quite an epic of taxpayer generosity, and by the end of the century the returns pouring in from this and other ventures had given the Montreal capitalists a great deal of spending power.

In 1881 sugar magnate Peter Redpath built a natural science museum for McGill, and followed it up with a library building. Beginning in the 90's, Sir William Macdonald (tobacco) began to shower vast sums on McGill in the form of physics, chemistry, and engineering buildings, playing fields, and an entire new campus for agricultural science and teacher training. But pre-eminent among those who took McGill under their wing was First Baron Strathcona and Mount Royal, né Donald Smith, who had graduated from ten years of hard slog in Labrador, chiselling furs out of starving Indians for the Hudson's Bay Company, to become financier of the transcontinental railway, and who now sat at the head of the dominant nexus of finance capital centred around the Bank of Montreal. Strathcona was chancellor of McGill for 25 years, built it two medical buildings and a separate women's colle-



Sir William Macdonald

ge (a daring innovation at the time), and personally selected Sir William Dawson's successor when the latter retired in 1893.

It was not by accident that the extensive facilities and courses of study added to McGill during this period were concentrated in medicine, engineering, natural science, and agriculture. This was the kind of school that men like Redpath, Macdonald, and Strathcona wanted to erect, and this was the kind of university Montreal got. The influence of their choices has endured to this day.

The instructive contrast is with Toronto, whose fledgling university, then just being organized, was to develop a powerful academic



Lord Strathcona

establishment with such liberal arts disciplines as English literature at its core. Today, McGill's principal is a medical man; Toronto's president is an English professor.

Unlike Toronto, Montreal, then as now, had a social structure characterized by a cleavage unique on this continent. The Anglo-Saxons of Montreal formed for many decades a sort of garrison force for business and commerce - financiers, managers, and skilled laborers concerned with organizing the labor force for the extraction and removal of Quebec's natural resources. That labor force, particularly in its lower strata, was almost entirely Quebecois. In different ways, both groups were and are aliens on the same soil. The Anglo-Saxons had unquestioned control of things material, but could never put down the roots from which a genuine culture could sprout and flourish. Theatre, book publishing, and song writing are dead letters in English Montreal to this day: in the face of great difficulties the French of Quebec have developed all of these. A recent article in the Manitoba literary quarterly *Mosaic*, surveying the contributions of Canada's various ethnic groups to Canadian culture, was forced to remark that the only people from which no significant contribution to literature, art, or music could be identified were the Wasps of Montreal.

If the rulers of Montreal were unremitting philistines and elitists, William Dawson was not. "It has been a matter of sorrow to me," he said at one point, "that we have been able to do so little, directly, for the education of the working class and of the citizen generally, more especially in science." And as he retired from the principalship he ruefully attested to the severe want of balance in McGill's development: "It is the purely educational or academical faculty, the Faculty of Arts, that is most in need".

It was striking testimony to the real locus of control over McGill's character that Dawson's successor, a scholar in classics from Dundee, took up his job with the express intention of remedying this imbalance, and found himself completely baffled, though McGill conti-

nued to 'grow' prodigiously. The unfortunate William Peterson was hopelessly naive on the question of who ultimately runs a university. "It was expedient in the past," he wrote as he came to assume his duties, "that the generosity of benefactors should be guided to flow in channels which have raised some of the Faculties other than Arts to a level on which they may challenge comparison with similar institutions anywhere." He was soon to find out who was doing the guiding. As he pottered about, talking of moral philosophy and high culture and making himself unpopular with almost everybody through his donnish snobbery, the outpouring of munificence from Strathecona and Macdonald continued unabated - bypassing the liberal arts almost entirely to build up the sciences and the professions.

In later decades, the sharp lineaments of the cleavage in Montreal's cultural structure, and its reflection in McGill University, came to be softened. Waves of immigrants from Eastern Europe arrived in Montreal, with educational ambitions but different values, especially the Jews. McGill even began to harbor a few poets: A. M. Klein, Louis Dudek, Leonard Cohen. Nevertheless it remains a place to which people come from all over the world (or at least from the elite families of all the former British colonies) to study graduate chemistry or medicine, and to which people come from Outremont and NDG to study arts.

Sir William Dawson's achievement was considerable. It consisted in taking what could have been merely a provincial school of the professions and applied sciences, and setting forth the foundation and esprit for one with something of a reputation. If on the one hand the upper class of Montreal assuredly wanted to avoid illnesses, it did not, on the other hand, expect to support the work of a William Osler. The owners of Canada's mines, forests, and railways could, by the turn of the century, see the value of chemistry and engineering; and they found themselves giving laboratory space, if only for a short time, to Ernest Rutherford.



Sir Arthur Currie

On the base laid during these years, McGill was in a position to profit when, as Principal F. Cyril James retrospectively put it in 1959, "Research became a magic word - research in medicine to prolong human life, research in chemistry to enlarge the profits of the pulp and paper industry, research in business cycles to explain the depression and make it palatable to its victims." The physics department under John Foster, chemistry under Otto Maass, psychology under Donald Hebb achieved in turn 'star' status. McGill professors now have a collective research budget in the neighborhood of \$15 million, and the University graduates more PhDs than any other in Canada. The products of McGill's education in science and technology have gone on to such positions as (to cite but one example) the directorship of research and development at the Pentagon, charged with developing and explaining to the world the ABM system for the defence of civilization.

And yet, underlying this remark-

able rise to prominence, a long-submerged insecurity has reared its head to haunt McGill. The foundations, it seems, may not have been anchored in solid rock after all, and the edifice appears suddenly vulnerable to the buffets of its alien environment, an environment which has put aside its face of introspective resignation, too long patronized as benignity, and put on the human face of rebellion and anger.

To understand this, let us take another look at the historical roots.

Two newspaper items from the period at the close of the first world war, yellowed clippings published in McGill's 99th and 97th years, will serve to begin. The first is rather backward-looking: the second, remarkably clairvoyant.

Beneath the official determination and then jubilation, this period of war and demobilization was an unquiet one for Canada. On the one hand, those who seemed to have their hands on the levers of command did not realize that the sun was finally setting on the British Empire: on the other hand, Canada's workers realized that they were being had, and the massive Winnipeg general strike showed that they intended to do something about it.

The official view of this latter was that it was one of the more notable disequilibriums surrounding post-war normalization. In the Montreal Daily Star of May 28, 1919, a front page article proudly recorded a compliment to the leader of the Canadian forces in Europe. "LONDON TIMES' NOTABLE TRIBUTE TO GEN. CURRIE," read the headline, which continued: "Declares Empire and Canada Cannot Permit His Retirement -- UNITY OF EMPIRE -- Winnipeg Troubles Illustrative of New Social Order." "Many are asking themselves," wrote the Star's London correspondent, "whether Canada and the Empire can afford in these most anxious times to leave unused such high qualities of statesmanship and organization as General (Arthur) Currie displays," and goes on to quote the Times that the popular Currie

made one speech-making occasion "a real Imperial event.... The time will come when the foundations of the new order will have been laid (i.e. the Winnipeg strike crushed), and the states of the Empire must turn to Imperial reconstruction."

Canada and the Empire did not permit Gen. Currie to retire, or his qualities to go unused. In August 1920 he sailed from England to take up the principalship of McGill University.

Sir Arthur had a bluff, soldierly forthrightness, and, according to one account, "regarded the activities and the thought-patterns of his professors with incomprehension verging on incredulity". He seems to have been regarded as an excellent principal of McGill.

The Imperial sentiments which had called for his employment, however, were never to be the same again. The sun was rising on another empire, the American, and the other piece in the Star was more prescient as to the course Canada would follow. On November 12, 1917, reports of "Mad Bolshevik Fanatics Leading Russia to Ruin" were almost pushed off the front pages by the Star's plug for a newly-launched Victory Loan campaign. The Star was particularly anxious for the average man-in-the-street to plunge his nest egg into the government bonds. It seems that the "wealthy capitalists", to use the Star's phrase, didn't really have that much money. The editorialist carefully dispelled the Little Man's



Peter Redpath

doubts about this patriotic move. There was no chance of the government reneging on its obligations, the Star said. "*Repudiation? Absolutely impossible. Absolutely unnecessary.* Canada is a country of unlimited wealth. Before we would repudiate and so exile ourselves for all time from the money markets of the world, we would take over our mineral deposits, our empty farm lands, our water powers, our forests, everything we have, and sell them to meet our debts."

This, of course, is precisely what Canada did in the years that followed, and not only to repay her debts.

The Anglo-Saxons of Montreal had long been used to living under the aegis of an imperial power, with

their financiers in a foreign capital. Nor were they taken by surprise or discomfited when New York replaced London as that capital. The Redpaths and Molsons who first began to underwrite McGill's expansion were the same who, in 1854, had signed the Annexation Manifesto demanding the colony's absorption by the United States. However, as the dominant position on the game board changed hands, the nature of the game altered somewhat.

The United States, unlike Britain, did not openly seize state power in the northern half of the continent; they simply bought up most of the primary industry, which was the only kind Canada ever had much of, and thus gained control of its natural resources and labor force. Autonomous Canadian capitalism, which had shown fitful signs of life between 1870 and 1920, sold its interests painlessly (they brought a good price) and what native bourgeoisie Canada had was almost entirely replaced within a few decades by a class of branch plant managers and local sales agents.

At McGill this was reflected in a Britannic shell remaining in appointments and outward forms, while the content of the University's activities became increasingly, as the euphemism goes, "continentalized".

Following this change, the peculiar contradictions inherent in a situation with a quasi-colonial character began to place the Anglo-Saxons of Montreal and their university in an increasingly insecure position.



The Queen and F. Cyril James (1951)

From its dominant position, the powerful mother country tends to inspire in the colonial institutions a pretentious and ultimately ridiculous striving for emulation, getting in return only meagre and selective crumbs from the imperial table. This is especially true if the colonialism is disguised, as in Quebec. Thus former McGill law dean Maxwell Cohen, writing of McGill's "international" status, claims that "A very large part of (McGill's) impetus is derived from being treated as a peer among the great North American universities. Its natural intellectual links, administrative and student patterns of organization and operation are with Harvard, Yale, Dartmouth, Columbia, etc. It belongs to that great eastern seaboard system of university life..." This is so much wishful thinking: McGill receives only a paltry few millions from the Pentagon and foundation funds needed to sustain scientific and technological research in a university, while the great mother-country institutions like MIT, Columbia, and Johns Hopkins get almost a hundred million dollars for military and CIA research alone. The provincial institutions, in the futile attempt to emulate their "natural" sisters, live beyond their means.

At the same time, the "branch" managers are faced with the task of keeping the "natives" pacified in a subordinate position, in order to maintain control over the natural resources they are extracting and to maintain a pool of cheap labor. This means maintaining both a high rate of unemployment and an elite of collaborators from the colonized people, to siphon off their leaders and assist in keeping them down. When, as in the case of Quebec, these relationships are disguised as partnership, there must also be continual cessions of marginal political and cultural powers to the colonized people in order to preserve the façade and keep control of the productive factors. Tasting these marginal powers, the colonized begin to want more and more of the equality and self-determination which is theirs in name but not in fact, and become resentful, fractious, and finally rebellious. And at some point they begin to organize

themselves to take control of the natural wealth of their country and their own productive labor, and to remove the instruments which have kept them in subjection.

When this happens, as it has to the anglophone elite of Montreal, the branch plant managers are caught in a tightening squeeze: country cousins to the metropolis, privileged parasites to the large majority of the people.

In these circumstances, McGill, as a university with pretensions, has entered straitened waters.

In the last 25 years, American universities have moved decisively from the margin to the centre of their society's production activities, particularly in militarizing and counterinsurgency functions. Mental, as well as physical, work is increasingly needed to maintain this production. The universities' role has shifted from giving a sheen of culture to the sons of the ruling class, to selecting large numbers of middle-level managers for certain constricted and specialized mental skills. Though students are still selected with pronounced class discrimination (e.g. through socialization - blacks are "unqualified" to enter university), there are many more of them than before. They remain festering in the holding pens while their professors set up Asian and Latin American Studies Programs for the CIA, secret laboratories for the Pentagon, and consult and apologize for the octopus of the Duponts, Mellons, Rockefellers, and Fords.

In the game of Prestige University, American style, the stakes rose beyond the point where McGill could compete. The stratum of native capitalist backers had almost disappeared, and the student enrollment was doubling, then tripling. McGill needed money on a scale only taxpayers could supply.

The people to be taxed were the citizens of Quebec.

For ten years after this need became apparent, however, the Quebec government was headed by Maurice Duplessis, in what is now recorded as a Dark Age in Quebec history. There was no chance of money from Quebec or from Ottawa

through Quebec; Duplessis' stance was irreplaceably anti-Ottawa and anti-education.

McGill was kept afloat in this period by the "generosity" of English Montreal's leading corporate capitalists, chiefly John W. McConnell, owner of the Montreal Star, Senior Governor of McGill and the man who personally directed the Victory Loan campaigns of 1917, a latter-day Macdonald whose millions made him, inflation being what it is, McGill's greatest Benefactor.

He and this same group of men were also Duplessis' greatest benefactors, through the millions in campaign contributions (and even editorial support in the Star) with which Duplessis eked out the slim popular-vote margins keeping him in power.

The contradiction in McConnell's actions is only apparent: this was just one of the more outstanding examples of the continuing Anglo-Saxon numbers racket in Quebec. By this ploy McConnell secured, besides generous tax deductions for him or his foundation, two important aims: first, a steady flow of cheap Quebec newsprint to his publications; second, he kept McGill under his thumb, and higher education under direct control by private interests. (The French universities were the leading casualties; they were left almost completely in the cold).

This could only be a delaying action, at best. Duplessis died in 1959, and McConnell four years later. Against the advice of the Montreal Star, Quebec voters elected the Lesage Liberals to power, and government subsidy of universities began on a large scale in 1960, and grew in importance to the point where McGill's operating costs are now paid for by Quebec taxpayers to the tune of more than 50%.

Maintaining and increasing these grants throughout the sixties proved no small problem. At the same time as McGill grew more and more dependent for its livelihood on public support, the French majority of Quebec, extremely hard-pressed in bringing its own education system into the twentieth century, began to see less and less return on their

investment in a university where, for example, more than half of the expensive postgraduate students left the country immediately after getting their degree.

And after 1965, a new force began to gather some strength within the gates of the campus: student insurgency, which was largely a revolt against the lobotomizing and dehumanizing condition of students in the advanced capitalist university. As it grew in militancy and critical exaction, the movement's demands moved beyond the institution's ability to stretch its accommodations.

Thus the institutional imperatives of present-day McGill emerged: first, to preserve a position of strength in negotiating to maintain

its share of financial support from the Quebec taxpayer, and generally to maintain the essentials of its position in North American education; second, to present a public face of progress and stability; third, to contain, repress, and pacify student militancy which called into question the essentials of McGill's institutional character.

The Quebecois, after decades of men like Duplessis maintained in power by men like McConnell, were in the throes of trying to find the resources with which to set up an education system worthy of the name. Reform of the school system was followed by the establishment of a uniform network of post-secondary-school two-year colleges. The thousands of Quebecois who

entered these tuition-free CEGEPs, for either an education or a meal ticket, soon found that the unemployment built into the Quebec economy meant that they would graduate from these wobbly and ill-financed structures to a more wobbly and worse-financed new Université du Québec, or to walking the streets as educated bums.

The resulting discontent erupted into the anger of the Quebec wide CEGEP revolt in the fall of 1968. In the following months, as Operation McGill was organized, the force of this resentment fell upon McGill.

On March 28, 1969, the "cunning reason" of history arrived, and began to exact its due. ●



Opération McGill, March 28, 1969

Bill Robson (Montreal Star-Canada Wide)

A short history of student activism at McGill

"One conception of the university, suggested by a classical Christian formulation, is that it be in the world but not of the world. The conception of Clark Kerr by contrast is that the university is part and parcel of this particular stage in the history of American society; it stands to serve the needs of American industry; it is a factory that turns out a certain product needed by industry or government..."

"The university is well structured, well tooled, to turn out people with all the sharp edges worn off, the well rounded person. The university is well equipped to turn out that sort of person, and this means that the best among the people who enter must for four years wander aimlessly much of the time questioning why they are on campus at all, doubting whether there is any point in what they are doing, and looking toward a very bleak existence afterward in a game in which all of the rules have been made up, which one cannot really amend."

The time was December, 1964, the speaker was Mario Savio, and the place was Sproul Hall, administration building of the University of California at Berkeley. A mass student demonstration for the right to distribute political literature on campus, organized by the Free Speech Movement of which Savio was one of the leaders, was focusing international attention on Berkeley and on the problems of the modern corporate university, or as University of California president Clark Kerr liked to call it, the 'multiversity'.

Berkeley marked the end of a long, long silence on the part of American students. Students as individuals had demonstrated a growing social consciousness in the early sixties; they had participated in the ban-the-bomb movement and worked for civil rights. In the summer of 1964, hundreds of them (Savio was one) had gone to

Mississippi at great personal risk to help register black voters. But Berkeley was the first time American students had acted together as students, on issues that concerned them as students.

It was not to be the last. Just as the first revolt of urban blacks in the summer of 1964 led to ever larger, more widespread, and more militant uprisings in American cities, so Berkeley led to a series of revolts, at campuses from patrician Columbia to plebeian San Francisco State, which has taken its place as an important factor in the growing movement for change in the United States.

This new American student movement was to be one major continuing influence on the student movement that would take shape at McGill. But another event in the fall of 1964, one far closer to home, was to be of even greater importance. Students at Quebec's French-speaking universities had withdrawn from the Canadian Union of Students and now formed their own union, l'Union Générale des Etudiants du Québec. Unlike CUS at that time, UGEQ did not see its primary mission as being the provision of group insurance plans or the arrangement of trips to Europe. It was based on Quebec nationalism, and a student syndicalism philosophy - imported from France - that saw the student as a young intellectual worker engaged in a productive social process called education. The student had rights and duties as a student and a citizen, and interests in common with the interests of industrial workers, with whom he should ally.

This article was written for the Student Handbook by co-editor-in chief, Robert Chodos.

The McGill student, who came from the middle class, spoke English, and had on the average been east of St. Lawrence Blvd. 3.4 times in his life, did not feel any close bonds with the students who founded UGEQ, if indeed he noticed the birth of UGEQ at all. He was more likely to notice when on February 7, 1965, Lyndon Johnson ordered the first bombings of North Viet Nam and began in earnest the long journey up the escalator in Southeast Asia - a journey that was to provide a focus for student protest the world over. And he surely noticed when at the end of March the McGill Administration raised his fees by a hundred dollars.

The Administration had cleverly postponed the announcement of the fee increase until students had abandoned 'extracurricular activities' to study for exams and the McGill Daily, itself beginning to awaken after long years of sleep, had ceased publication for the year. But the Administration did not see any reason to fear its students overly. The last time McGill students had done anything in anger was six years before, when they had joined a Quebec-wide boycott of classes in protest against Premier Maurice Duplessis' inadequate support of higher education. That same year, a perceptive editorial in the Daily had pointed out the role of English Canadian businessmen, some of whom sat on the McGill Board of Governors, in keeping the reactionary Duplessis régime in power - the only criticism of Duplessis to appear anywhere in the English Quebec press throughout the long years of his power. But by 1963, McGill students were so tame that they refused to participate in a march on Quebec calling on Liberal Premier Jean Lesage to fulfil his promise of free education, contenting themselves with a petition instead. The Administration could well think it was safe.

In the end it was right - McGill students were incapable of doing anything effective to fight the fee increase. But they did not give up without a battle. The fee issue united everyone from Saeed Mirza, the conservative president of the Students' Society, to his successor-elect, Sharon Sholzberg, except for her sex a student politician of the most traditional sort and a former president of the Liberal club (she is now married to a Liberal MP), to Patrick MacFadden, editor-designate of the McGill Daily and a founder of the McGill Young Communist League, to previously apathetic BA 1's and BSc 2's. A petition quickly attracted 5,000 names; two special issues of the Daily appeared; and on March 22, 3,000 students gathered on campus to hear René Lévesque try to explain why the provincial government could not institute free education or give McGill more money so that the fee increase would not be necessary, marched to Place Ville Marie for a rally, then came back to the Arts Building and forced members of the Board of Governors to step over them - "does your mother know you're out?" asked one - as they came in for their monthly meeting.

But the students largely accepted the Administration's argument that the fee increase was not its fault, but the government's. The purpose of the Arts Building sit-in was "to encourage the Board of Governors to put more pressure on the government", as the McGill Daily said. What they were in effect asking for was that the privileged position of McGill be maintained, and although the freeze-the-fees fight attracted the support of French-speaking students, the issue as it was perceived had distinct anti-French implications. McGill's student movement as we know it had its birth in a distinctly unradical protest. Even in February, 1966, eleven months and thousands of words of debate on social issues later, when the provincial government in a conscious policy of promoting the 'rattrapage' of the French-speaking universities gave McGill what it considered a pitifully inadequate grant, McGill stu-

dents, even progressive ones, reacted by siding with the Administration. McGill students had shown they could commit themselves: what they were prepared to commit themselves to was not yet clear.

There had been talk of autumn fee strikes and other measures to fight the increase, but when students returned in September the issue was quickly forgotten. The Administration, for the moment, ceased to be a major concern of the student movement. It would be four years before governors and large numbers of students would see each other again. Instead, for the next eighteen months, McGill students struggled to define themselves.

This struggle revolved around the traditional institutions of McGill student politics: Students' Council and the McGill Daily. A constitutional change had created a new administrative position, that of external vice-president, and the first occupant of the office, Ken Cabatoff, had won on a cautious platform against a conservative named Mark Feifer and a far more radical candidate, Phil Resnick of the Student Action Committee (another member of which was political science student Stan Gray, who had since graduated and gone to Oxford).

The Student Action Committee had offered McGill voters their first opportunity to make a conscious political decision in a student election, and it had lost badly. So it was left to Cabatoff, himself only left-wing liberal, to make a

revolutionary change: the introduction of explicit political content into McGill student government. Despite president Sholzberg's initial opposition, he set up an external affairs department, with committees dealing with such sensitive areas as university affairs and international affairs; he also set up a committee, under third-year Arts student Stephen Schecter, to study McGill's relations with UGEQ.

That committee reported in October, and recommended that McGill join the new Quebec union. It found that "UGEQ's aspirations are eloquent and progressive indeed," that "the driving force in UGEQ is 'syndicalisme étudiant, and not racism; nationalism does exist, but as a means to attaining UGEQ's goals, not as racism," that "McGill, in ideas, people and money, has much of value to bring to UGEQ," and that "UGEQ offers McGill students a very progressive way to integrate themselves into Quebec society, and a viable organization to realize their aims of university reform and student social and political action".

On October 13, Students' Council accepted the report and voted to apply for membership in UGEQ. Cabatoff and the newly-convinced Sholzberg assumed the leadership of the pro-UGEQ forces. They allayed the fears of the careful Councillors, who had gained their positions on a completely 'non-political' basis, that UGEQ was separatist or unilingualist or radical with soft words about 'changing it from the inside,' and only Bob Vineberg, a conscious conservative who had been elected in September, to the Law seat, cast a dissenting vote.

The McGill application for membership was accepted at UGEQ's first congress two weeks later, but there remained the question of the McGill student body. There were elements in that group with whom the idea of membership in UGEQ, once presented, was unlikely to go over too well. In particular, there was emerging at McGill an organized right wing.

This was especially strong in the professional faculties, among the apprentice doctors and lawyers who knew their positions in

the existing social structure were guaranteed after their four years of hard work. For the first time, they felt threatened at McGill. Their first reaction was to the McGill Daily, which had begun to discuss issues like Viet Nam, the Canadian political structure, and university education from a perspective in which most students had never seen them before. Space devoted to traditional campus activities such as Blood Drive and Winter Carnival suffered correspondingly. The Daily, like the external affairs department, became a rallying point for McGill's embryonic left. For the same reasons, it became a major concern of the right. There were periodic attempts throughout the year to fire Daily editor MacFadden - often reinforced by MacFadden's own lack of judgement at critical times - but they invariably just failed.

Attacks on the new Daily, as on other aspects of the politicization of student affairs, were two-headed: on the one hand, it was judged that positions the Daily took served 'extreme' political purposes, did not have the support of the majority of the campus, and were wrong; on the other hand, the right of the Daily, paid for by all the students, to take **any** political positions was challenged. These two arguments may or may not be separable; at any rate they were almost invariably used by the same people. The Daily countered, quite successfully, with a freedom-of-the-press argument, or, in more sophisticated company, by talking about the need for a counter-press.

By mid-November, the heat had been lifted - temporarily - from the Daily and was shifted to McGill's undigested membership in UGEQ. There were demands for a referendum, agreed to only reluctantly by Sholberg and Cabatoff. The UGEQ campaign was the most intense in McGill's history, and one of the most muddled, as both sides tried to obscure the issues. On the far right, anti-UGEQ arguments ranged to its compulsory membership and propensity for taking political stands. But as it developed, the campaign increasingly centred around two issues: the question of

McGill's membership in the yet-to-be-enlightened CUS, which had never before aroused strong passions, and UGEQ's official unilingualism, which pro-UGEQ forces, not entirely ingenuously, said was negotiable but which clearly was not.

But in the end it was impossible to hide what membership in UGEQ meant. In the middle of the campaign a decision at the UGEQ congress to support a strike at the La Grenade shoe factory in east-end Montreal was implemented, and Schecter led a small McGill delegation on the picket line. But Schecter and his committee, and indeed Students' Council, were at that point ahead of the campus. In the referendum, membership in UGEQ went down to a narrow defeat, helped along by a MacFadden editorial on voting day that without any great degree of subtlety pinned the whole anti-UGEQ campaign on a right-wing conspiracy. When the referendum was invalidated on a technicality and a second round called for January, it was defeated again.

Of the effects of the campaigns of 1965, the most important and lasting, was polarization. The new Students' Councillors, elected on the day of the first UGEQ referendum, had in many cases based their campaigns on issues: Schecter and two of his external affairs colleagues won in Arts and Science; Vineberg was re-elected in Law; and Arnie Aberman, chief exponent on campus of the thought of Ayn Rand, won the Medicine seat.

At this point, the right was stronger and better organized than the left. When Council made the pivotal decision to participate officially in a UGEQ-backed Viet Nam demonstration, an open meeting of the students reversed it. In March, Cabatoff was defeated for the presidency by Jim McCoubrey, whose major qualification for the job was the chairmanship of

Winter Carnival, and Schecter lost the external vice-presidency to Aberman in a straight two-way fight.

The tide of reaction continued unabated until November, 1966, when Council fired MacFadden's successor as Daily editor, Sandy Gage, for printing an article about an engineering professor doing research designed to aid the American war effort in Viet Nam. Although few approved of the way the Daily handled the story, fewer still approved of the actions of Aberman, McCoubrey and their supporters on Council. Students were fed up with their inaction on important issues and patent inability to handle a critical situation. An interim Daily under the hapless Mark Feifer withdrew further sympathy.

Gage was reinstated after being supported by successive open meetings and a Canadian University Press commission, and the atmosphere on campus changed visibly. A month later, a third referendum (called originally by Aberman, who favored total withdrawal from all organizations because he felt CUS was becoming too political) recommended -- finally -- that McGill join UGEQ.

Another product of that particular Daily crisis was Students for a Democratic University, an organization which was formed initially to support the Daily and then broadened its concerns to include all aspects of the student's position. Its founder was Victor Rabinovitch, who had played an important role in the freeze-the-fees fight but had since not been part of the organized left because of disagreements with Sholberg, Cabatoff, and MacFadden. SDU set up study groups on a wide variety of issues, and it attracted many people who did not consider themselves radicals.

Notable in all this was the silence of the Administration, which was quite prepared to let the students fight among themselves. Sometimes, as in the Daily affair, the student right did the Administration's dirty work so thoroughly that there was simply no need for it to do any on its own. But there was another reason

for the Administration's tolerance of student activity. This Administration was a far different group of men from the outright reactionaries who had clamped down on the merest sign of dissent in the 1950s, and they operated in a far different situation. Men like Michael Oliver, the former New Democratic Party president who had recently become academic vice-principal, and Deans Harry Woods and Maxwell Cohen, had a certain consciousness of McGill's precarious position in Quebec society, particularly where it concerned provincial government grants. Every shred of evidence that McGill was something other than a hidebound Anglo-Saxon bastion helped, and in this context McGill students' affiliation with UGEQ and other progressive acts were things to be proud of.

Student tolerance of the Administration, on the other hand, was rapidly growing thin. One important factor in this was the students' own education. McGill not only trained people for slots in a corporate society, it trained them inefficiently. The lecture system had had a certain amount of value in the days before the invention of the printing press when books were difficult to come by, but it had long since outlived its usefulness. Some of the more perceptive students, and a persistent mathematics lecturer named Donald Kingsbury, had begun to try to do something about it; in 1966 a course guide was produced and a McGill Conference on Teaching Affairs was held.

Most importantly, a group of students got together during the summer to design course modules on subjects treated in McGill classes. When the Project in Course Design had proved that more effective teaching than was currently available at McGill could be carried out even by amateurs, the students took their case to the Administration. They were met with waffle and red tape. Now, in January, 1967, three of those students were on Students' Council: Bob Hajaly, Mark Wilson, and John Fekete. In March, Wilson

was elected external vice-president. A fourth Project veteran, Peter Allnutt, succeeded Gage as editor of the Daily.

Wilson revitalized an office that had lain dormant since the departure of Ken Cabatoff. In May, he and Fekete presented a brief to the Administration's Duff-Berdahl commission on university government (on which students were not represented) recommending that meetings of the Senate and Board of Governors be open, that students be seated on those bodies, and that there be a fair representation in the government of the university from all sectors of society, not just from bankers, industrialists, and corporation lawyers. At a meeting, administrators refused to discuss the brief seriously.

In September, Wilson and Fekete presented a comprehensive report to Council, dealing with UGEQ, French culture in Quebec, educational reform, and, most importantly, university government, on which they reiterated and extended their stand of May. Meanwhile, Oliver and Woods came out against open Senate meetings. Woods told a Council meeting that he saw an advisory, but not decision-making, role for students in university government. But Wilson and Fekete had chosen the wrong arena in which to fight. When Council watered down their motions, affirming principles but opposing concrete measures to implement them, Wilson and Fekete resigned.

They decided to continue their struggle in the Daily, where both joined the editorial board and Fekete began to write a column, and in SDU, which had grown more militant under its new chairman, Stan Gray, who had returned from Oxford to teach political science (Rabinovitch had gone to become international vice-president of UGEQ).

On November 2, Maxwell Cohen confided to Fekete that the Duff-

Berdahl report, about to be released, would keep everyone happy for ten years. In fact, even under normal conditions the report, which recommended three students on a 48-man Senate but explicitly rejected the concept of the student as an equal member of the university community and never even mentioned the key question of open meetings, probably would have satisfied nobody. But at any rate, 24 hours after Cohen's happy outburst anything the Duff-Berdahl committee could say had been rendered irrelevant.

Fekete's column on November 3 contained a piece of political satire reprinted from an American magazine called *The Realist*. The piece, a fictitious excerpt from William Manchester's book *The Death of a President*, and particularly its last paragraph, which described Lyndon Johnson fucking John Kennedy's corpse in Air Force One after Kennedy's assassination, had upset some people when it had originally appeared; it was to upset more on the McGill campus. The morning the paper containing the column came out, vigilante groups went around campus seizing copies of it. The column was the subject of vicious attacks on a hot-line radio program. The next day, Principal Locke Robertson laid charges of 'obscene libel' against Fekete, Pierre Fournier, editor of the supplement in which the column appeared, and Allnutt.

Led by SDU, 750 students demonstrated outside the Administration building against Robertson's action, and 200 slept-in in the building. SDU pulled out the next day after some Administration concessions, but about 60 students remained. When some of them entered the Principal's office the next night, the Administration called the police onto campus. Several people were hit with nightsticks, and Gray and another person were arrested.

Administration-student relations now resembled a state of open war. The Administration's action against Fekete, Fournier, and Allnutt was a display of naked power, and SDU and its supporters



McGill students march in a show of solidarity for CEGEP students in October of 1968.

had responded by using the only power they had. This pattern was to continue: Fekete, understandably leery of the Administration's justice, took McGill University to court (unsuccessfully); the Board of Governors, wanting to prevent any repetitions of the Fekete affair, tried to challenge the whole financial structure of the Students' Society. Months later, Fekete, Fournier and Allnutt received reprimands and the sit-in students were put on probation; the damage the Administration had done to its own position -- with the aid of a left that knew how to use confrontation politics effectively -- was far more serious.

One by-product of the new situation (in marked contrast to the si-

tuation two years earlier) was the appearance of a bare left-wing majority on campus. In March, 1968, Bob Hajaly was elected president of the Students' Society by 48 votes over the supposedly unbeatable Richard Burkart (a graduate economics student from Windsor, Ont., who had succeeded Wilson as external vice-president). Ian Hyman and Peter Foster, running with Hajaly as a slate, captured the two vice-presidencies. When a Council deadlock necessitated an emergency poll in September to decide the Daily editorship, Mark Starowicz, the more progressive candidate, won that by 39 votes.

Administrators, and particularly Michael Oliver, were aware of the new consensus. Oliver urged

Senate to open its meetings to prevent an autumn confrontation, and just as the academic year began Senate completely reconstituted itself, with a majority of elected faculty, eight student members, and open meetings. Of the eight students elected, six (led by Hajaly, Hyman, and Foster) were radicals, and they tried to introduce issues and principles to a body that had previously concerned itself with housekeeping and taken its own principles for granted. The six students, whom few senators could match for cogency and political awareness, were not able to achieve anything constructive in the face of an almost unbroken wall of hostile faculty and Administrator members; they were however, able



The Political Science Association votes to strike.

to expose the hidden status-quo-oriented assumptions on which Senate's decisions were based and seriously weaken a still undemocratic Senate's position as a legitimate governing body. Open Senate meetings were even more of a circus than Students' Council meetings; attendance, high at first, dwindled; hopes that liberal change in the university would mean the end of student discontent began to fade.

It was precisely at this point, when the liberal battles had been won, when courses were beginning to change, when Hajaly, Hyman, and Foster were instituting long-overdue measures like the establishment of a student co-operative residence and the revamping of the Students' Society Constitution, that the cracks began to show in the student movement. The Hajaly-Hyman-Foster slate's most serious opposition in the Senate election came not from Arnie Aberman-style right-wingers but from liberals, people who had previously been allies. One of that group, Julius Grey, was elected and on Senate continually sided with the Administration against the rest of the students. Meanwhile, SDU had collapsed, leaving only its core, a group of people dedicated to basic change in the university and society who now called themselves the Socialist Action Committee.

There was at least one thing on which radicals and liberals could still agree -- although there were tensions here too -- and that was departmental reform. Students came to realize that not all decisions

-- in many cases not the most important ones -- were made by Senate and other university-wide bodies. If curricular reform was to be achieved, it had to be achieved at the faculty and department level. Departments in general were quite willing to seat students on curriculum committees, but that was not enough. To have a real voice in what was taught, it was necessary also to have a voice in who taught it, and this faculty members were more reluctant to grant. Organizations sprang up among students in departments from French to physics; even in engineering and medicine, where a new social awareness had begun to challenge the traditional professional smugness, there was agitation for reform. The rallying cry was parity -- equal student representation with faculty on all department committees -- and it was invariably the appointments committee that was the main sticking point.

In some departments, such as sociology and English, some form of parity was achieved with little more than a polite struggle: in political science, one-third student representation was achieved only after a bitter, two-week-long strike and occupation. During the strike, faculty members were forced out into the open as administrators had been earlier; political scientists, it turned out, were unable to handle a real political situation. Political science at McGill was tried and found wanting; in particular, it was found to be overloaded with one ideology, centred in the State Department and the Pentagon.

This corresponded perfectly to the contention of the striking students and their chief faculty ally, Stan Gray, that the university acted to perpetuate the status quo; by contrast, they proposed a critical university -- not one withdrawn from society, since that was neither possible nor desirable, but one seeking actively to change a repressive and exploitative social system.

The concept of the critical university had special implications for McGill. McGill's students came from a privileged sector of Quebec society -- the English-speaking sector. In Quebec, class and national divisions roughly coincided, so that as an English-speaking university, McGill inherently served the bourgeoisie. Course reform and student representation were progressive if McGill was looked at in isolation, but by themselves they changed nothing in the larger society. If McGill was to be a critical university, it had to be a French-language university.

There were warnings. In October, 1968, students at most of Quebec's CEGEPs occupied their school buildings; at l'Ecole des Beaux Arts, six blocks east of McGill on Sherbrooke St., students ran their own school for five weeks before coming to an agreement with their administration. The acronym CEGEP was a strange word to McGill ears, just as UGEQ had been three years earlier, and the plight of the students at these government-run academic and professional colleges was even stranger. They were being trained for



McGill students protest an Administration move to fire Stan Gray in February of 1969.

jobs that didn't exist in the colonial Quebec economy; and those who planned to go on to university -- many more than the government had expected -- were concerned that French-speaking university places were unlikely to exist either. McGill students supported the CEGEP occupations with resolutions, but there was no sign that they were willing to fight for the transformation of their own university as a partial solution to the CEGEP crisis. The occupations, which ended in failure and repression, reached their climax on October 21 when 10,000 CEGEP students, joined by some from McGill and l'Université de Montréal, massed on the McGill campus and marched through the streets of Montreal to l'U de M. But the show of unity between McGill students and the Québécois was illusory.

Much more prophetic was a brief occupation of the university's data centre by a small group of militants from the unilingualist Mouvement pour l'Integration Scolaire in December: the Administration brought the cops back onto campus to clear them out. But soon after that, Gray met with leaders of the MIS and the independentist-socialist Comité Indépendance-Socialisme and Front de Liberation Populaire to plan a campaign directed at the privileged position of McGill University. In this, Gray had left the supposed left-wing majority on campus way behind. At first, he had the support only of SAC: in

the end, between fifty and a hundred McGill students were to march for a French McGill. Amid a wave of bombings by the terrorist Front de Liberation Quebecois and the burning of a computer and the arrest of 97 people in a protest against racism at nearby Sir George Williams University, most McGill students fled into the arms of "moderates" like Julius Grey, whom they elected president of the Students' Society by a landslide in March, 1969.

The McGill Administration panicked too. On February 11, the day of the Sir George arrests, it initiated proceedings against Stan Gray. On the campus, this gave the students a liberal issue around which they could still unite: at the first open meeting of the Board of Governors on January 27, a demonstration demanding the abolition of the Faculty of Management and the expulsion from the Board of governors connected with the anti-French, anti-worker Noranda Mines Ltd. attracted 150 people; at another open Board meeting on February 24, a demonstration in support of Gray attracted 500. Off the campus, where Gray was looked on as the person who had exposed McGill's role in Quebec, the Administration's action was taken as confirmation of everything that Gray said. The case dragged on until August when a commission recommended Gray's firing; Gray, unconcerned, was then spending all his time organi-

zing in the French community.

On March 28, almost exactly four years after the freeze-the-fees rally, 10,000 people marched on McGill demanding its transformation into a French-language university. The demonstration was a peaceful one, and even when police broke it up only minor incidents were provoked -- this despite an atmosphere of hysteria that had prevailed in Montreal for the previous two weeks and the alerting of the Canadian Army the day before. The issue of McGill University had led to the clearest class polarization seen in Quebec in years -- on one side were CEGEP students, workers, radical and nationalist organizations, and a small number of McGill students; on the other were the McGill Administration, the newspapers, the Quebec government, and the cops.

Although Operation McGill had as profound an effect on McGill University as any other event of recent years, most McGill students were merely observers to it. It is now up to them to decide whether they will remain observers or whether they will help direct events, as they have sometimes done in the past. It is up to them to decide whether they will try to make a doomed institution more palatable to them, or whether from their position in that institution they will join in the struggle for a transformed, free Quebec. ●

What is McGill, what are we doing here, and what ought we to do?

What is McGill, what are we doing here, and what ought we to do?

Some tell us that McGill is an instrument of cultural oppression, (whatever that is), and that it is a bastion of a foreign elite exploiting the Quebec nation. Others talk of a great and glorious institution, performing a splendid service. According to the first opinion we must sabotage McGill. According to the second we must accept it. While the second is probably much closer to the truth, neither idea can be adopted fully. We must learn about both the good and the bad in McGill, must realize, I think, that it does have a rightful place in Montreal, and must then work to improve it.

When McGill was founded on the money of the fur-trader James McGill, it was in fact a colonial institution. Until well into this century, it served almost exclusively the English minority in Quebec. At that time, the minority was a pretty well ethnically solid, well-off, closed group, and the university did, in its way, act as a fort of the Empire on which the sun never set. Even for the 19th century, the situation should not be over-dramatized. We should remember that between 1840 and 1865 the English were in the majority in the city. And, despite its unsavoury political connection, McGill did do important pioneer work in



the sciences. Nevertheless, the basic charges levelled at McGill today were true in, say, 1880.

Everything changed with the great immigration under Clifford Sifton, which irreversibly changed the character of the English population of Montreal. The various ethnic groups came in and were anglicized (for economic reasons). One can argue they should have become French, but that is irrelevant. The fact is that they became English and the English were no longer just a group of exploiters. A small minority was - but so was a small minority of French aristocrats. By 1920, though the average "English" salary remained higher, no generalization about the two groups could be a reasonable test. This is till the situation.

Today, a large technocratic class has for the first time risen to the fore in Quebec. This group, profoundly bourgeois and reactionary, is using nationalism to seize positions for its members and to enlist popular support. This is the essence of the nationalist movement. Opposition to McGill comes largely from this group. In fact the University of Montreal is as bourgeois, if one looks at people's origins, as McGill. The nationalism is generated in order to assure privileged positions to the French-speaking upper-middle class. McGill is a very proper institution for an English-speaking city the size of Manchester.

We see then that what is wrong with McGill is not a "national" problem. McGill is as good and as bad as any other very reputable North American university. We should not concentrate on national and chauvinistic slogans but, instead, on questions of university

This article was written for the Student Handbook by Julius Grey, president of the Students' Society.

involvement in various types of perhaps undesirable research, of inadequate (as yet) student participation, of lack of experimentation in education, of bureaucracy, and such matters.

Some things cannot be cured with present resources. We must face this. We must not expect heaven-on-campus. Other things can be cured with effort and with imagination.

I exhort everyone to take part in the running of both the Students' Society and the administration (which students now can to admittedly too small a degree). This is so often said that it has become a cliché, but it remains true that without wide participation we expose ourselves to clique rule, and to a slow but deadly stagnation.

On the other hand (and the past few years' experience have for the first time made this a necessary remark) we must never forget the university's academic function. It is, of course, impossible to separate academic matters from others but we can make the "classroom" part of a university career a very important one. One should not forget all about books and courses, and then blame the system for one's failure. Involvement, I hope, will always stop short of either lowering standards or injuring the standing of the individuals who become involved.

McGill's (and any other university's) future depends in any case, to a very large degree, on the way we adapt to the "explosion of students". We must maintain or even raise standards, as well as change them to eliminate certain fairly useless traditions, and do all this without cutting students and returning to a "small elite" university. Thus our academic involvement

Thus our academic involvement is, even politically, probably the most important.

is, even politically, probably the most important one.

Finally, another point strikes me as important. As we have seen, the best argument for McGill's continued existence in Quebec is that it is *not* a university for one small group but rather a very heterogeneous one. We have Protestants, Catholics, Jews, the poor and the rich (overshadowed by the mass of the middle). Almost every ethnic group is represented. It is sometimes frightening to see how little the groups mix. The Italians know the Italians, the Jews seem to have mostly Jewish friends, many Anglo-Saxons are still stuck up the ivory

tower. For more understandable reasons the very rich have very rich friends, etc. This, of course, is not always true, but most will admit it is true to an alarming degree. It is undesirable not only in Quebec, but as a general rule. Self-imposed or circumstance-imposed apartheid can serve only as a prelude to real apartheid.

I would advise everyone to mix. Mixing, or to put it otherwise, integrating, is more common now than ever before. The fact that fraternities are moribund, and have in any case changed much of their character, attests to this.

Let the trend gallop. National clubs and groups are a very good thing if they serve only to show a culture and if membership is open. No nationalist group, or closed-membership group should, in my view, be encouraged.

Changing friends is neither a desirable nor a feasible tactic for integration. Expanding one's interests and horizons and therefore friendships is another. This of course goes beyond the more obvious culturally acquired prejudices of the "I date only Jews" or "I don't date Jews" type. I think all students should mercilessly stamp out such prejudices within themselves, even if their entire upbringing were to be shaken up.

We shall achieve a better, more harmonious, and intellectually broader university in this way. We will also take a giant step towards an integrated society and avoid the type of racial trouble Sir George and many American universities have.

I wish everyone a happy and successful year.

Julius Grey
President
Students' Society

The whole Laurentian Plain was once the sea-bed of an ocean and marine deposits may be found on the slopes of Mount Royal, and old shorelines recognised in the contours of the McGill campus. The tides of history have also washed over this area and have similarly left their deposits and their high water marks, which have remained long after the tides themselves have receded.

A long, slow tide washed across the Bering Strait and brought *Homo Sapiens* into the American Continent, as the Indians of Caughnawaga across on the South Shore from Montreal still bear witness. A somewhat later current brought the Eskimo to the far northern areas. More recent events brought first French and then English colonists, and then Scotch and Yankee traders. Economic depression and political oppression set in movement new tides of immigration, and these events are still marked by the vigorous Irish, Jewish, Greek, Italian communities currently contributing to the population of Montreal.

The institutions of this area are similarly characterised. Some, like the Jewish General Hospital, still retain their founding character. Others like the Université de Montréal (which only now for the first time has a lay Rector) have shed their religious origins but have retained their linguistic character - the so-called "Protestant" school-system is another good case in point. And McGill is no exception. It began as an English-speaking, Scots-endowed, Canadian-created institution, set up to serve the higher-educational needs of the Protestant population of Lower Canada. It has become a university of international standing, recognising only educational qualifications as the criteria of admission, working in the English language, but accepting students from every language under the sun.

The multi-racial, polyglot character of an area like Montreal cannot be expected to be devoid of some strains and tension. You will still find individuals and groups who are intensely pro-this, or fiercely anti-that. There are some who are still fighting the worn-out battles of long ago. The more realistic among us recognise social pluralism as a way of life, welcome it, and enjoy it. Life in Montreal may have its moments of tension, but at least it is never dull.

McGill has adapted itself many times to the changing situation, and no doubt will have to do so many more times in the years to come. At the moment, the tide of things French is rising strongly, and since the old area of Lower Canada is now the French-speaking Province of Quebec, this is very understandable. Moreover, for the past decade, the university has been generously supported by Provincial funds to a degree never before experienced in all its long history. Nominally an independent institution, McGill has become indistinguishable from the other Quebec universities as far as independence

Stanley Frost, newly-appointed Vice-Principal (Planning and Development), wrote this article for the Student Handbook.

**McGill stands like Mount Royal
as a strong institution and
adapts itself to the changing
times.**

on provincial support for its teaching operation is concerned. Its outstanding research effort, on the other hand, is financed for the most part by the Federal Government, and for the rest almost wholly by foundation and American sources. But since something like 45% of McGill's operating income is now from Provincial funds, there is obvious justification for the view that the University should have an increased concern for the needs of the local, and particularly the provincial, milieu in which it finds itself. This view, taken to bizarre extremes, manifested itself in the "McGill français" episode of last session. For McGill to go French would deprive Quebec of its finest English-language institution and would produce such a drain on French-language resources as would be to the detriment of us all. In a pluralist society, changes have to be undertaken fairly circumspectly, or violent oscillations of contending forces may be induced. But that McGill should be increasingly sensitive to provincial needs and susceptibilities is now very widely recognised.

What, however, few outsiders (or indeed "insiders" for that matter) have the opportunity of recognising is the inner resilience of McGill, whereby it has over the last decade and more been adapting to the changed situation. As the gentlemen's agreement between the French and English populations to co-exist in two solitudes was exchanged for the present concept of a unified bilingual, bicultural society, the University has in fact been involving itself more and more in the local scene. Newspaper reporters and demagogues love to depict McGill as a fossil institution striving to maintain its role as "the bastion of Anglo-Saxon, Protestant plutocracy". It is highly doubtful if McGill ever saw itself in those terms. It certainly has not been true since the post-war years. For example (using religious terms in their ethnic sense), the student body is roughly one-third Protestant, one-third Jewish, one-fifth Catholic, and for the rest multi-racial and pluralist to the richest degree. McGill is in fact proud of its long record as the most international of all North American universities. Yet the myth of its WASPish exclusiveness dies hard. It is certainly an English-language institution, because that results from its history, from the demands of its present provincial role, and from its international obligations. In few cities in the world, if any, are there complementary institutions of the stature of the French-language Université de Montréal and the English-language McGill. This balance is a large part of Montreal's unique strength, and we should be foolish indeed

to destroy this remarkable complementarity. McGill and U of M should not be jealous of each other, but should derive great satisfaction from the strength of both institutions, each striving to excel for the benefit of both, at a level of combined university achievement with which few other cities can compare.

McGill has in fact been sensitive for many years to the need, not only to continue its international role, but also actively to promote the society of which it is part and from which it draws so much of its strength. All of its eleven faculties have intimate and far-reaching relationships with the population of the Province. Agriculture, for example among many other activities, runs a diploma course for Quebec farmers, serves as the soil-diagnostic centre for the Province, and has initiated a Province-wide Dairy Herd Improvement Programme, whereby, if you please, the daily diet of 30,000 cows is regulated by computer! Medicine, through its four main teaching hospitals and its eight affiliated hospitals, ministers to the medical needs of the people of the metropolitan area and far beyond, and of course there is no distinction drawn between English and French-speaking patients - it is enough that they are sick. This is especially true of the Montreal Children's Hospital. A particular fine effort is the community clinic called "Contact" run by an enthusiastic group of medical students, down in Pointe St. Charles. The Faculty of Law, while now developing a Common Law side, still trains its students primarily for the Quebec Bar, and one of its professors has long served as President of the Commission for the revision of the Quebec Civil Code. The Faculty is also establishing a unique data-bank of civil law cases, which will be of prime importance to every law firm in the province. Similarly, the Faculty of Management gives leadership to the Finance Research Institute which makes current financial data immediately available to Montreal's great business enterprises, while the Industrial Relations Institute makes available both to employers and to unions, its unique collection in both languages of labour agreements, the most complete and accessible in Canada. Both these data-banks are of course computerized. The Faculty of Music runs its Preparatory School of Music for pre-university hopefuls, and organizes province-wide examination centres, thus giving many a Quebec youngster his first real opportunity in music.

Of course, many of the Faculties and Schools of the University are deeply involved in the life of the Province by their very nature. The Faculty of Education, for example, for more than a century,

For McGill to go French would deprive Quebec of its finest English language institution... and would produce such a drain on French-language resources as would be to the detriment of us all.

has been almost the sole source of supply for the Province's English-language elementary and high school teachers. The School of Social Work trains its students in the many service agencies of the city, besides sharing in the Urban Social Redevelopment Programme in the McGill "ghetto" area. The Mental Hygiene Institute is a Community Welfare organisation housed in McGill property and officered to a great extent by members of the McGill Psychiatry Department. The Institute of Forensic Psychiatry on the other hand, works in the St. Vincent de Paul penitentiary, as well as in other prisons. The Canadian Labour College is the joint responsibility of the Université de Montréal and McGill, and trains the leadership of Canada's trade unions. It is of course bilingual, but it is housed by McGill.

The Graduate School of Library Science trains the great majority of the English-language librarians for the Province - and so the tale goes on. There is in fact hardly a field of professional competence from Architecture through Engineering to Psychology and Surgery in which McGill is not playing a leading part in maintaining and raising the standards of expertise, and serving the community in which we live.

The range of research undertaken by the university is kaleidoscopic, as a glance at the *McGill Index of Research* will quickly illustrate. University research tends very properly to be basic rather than applied in character, and therefore is less readily identified with any one particular area. But a great deal of the university's research effort is in fact closely concerned with the day to day life of the Province. MIDCAP, for example, stood first for the McGill, but now for the Montreal Interdisciplinary committee on Air Pollution. Research into the causes of lung disease among asbestos miners has particular relevance in this province, because of the immense productivity of Thetford Mines; while the School for Communication Disorders' programme for the very early detection of deafness among newborn infants is unique to Quebec. The Radome which you see just north of the Trans-Canada Highway at Ste Anne de Bellevue gives warning of storms in a synoptic pattern over a truly vast area of Southern Quebec, while the McGill Observatory has provided a continuous watch on Montreal's weather for over a century.

The McGill libraries are another whole story in themselves. They make an outstanding contribution to the total well-being of the Province. For example, the Medical collection is at the service of every

doctor in the province, and the medical fraternity makes heavy demands upon it. Lawyers similarly have ready access to the Law Library, clergymen to the Divinity Library, engineers to the Engineering Library and Architects to the Blackader-Lauterman Library of Architecture. The general public has access to the McLennan Reference Library and can indeed call for any book in the Research Collection in order to study it on that location. The McLennan Travelling Library on the other hand takes books to the customers by book mobile to many isolated communities in the Eastern Townships and the North Ottawa Region, and by train and truck and mail to the Gaspé and the far north. This is a service which the University has organised for over sixty years. In addition, for every book McGill libraries borrowed last year by way of Inter-Library Loans, we lent out five, mostly within the Province of Quebec.

To turn to another aspect of provincial affairs, it should be borne in mind that a McGill professor was a member of the Parent Commission on the reform of Quebec education, and that he is now vice-Chairman of the Province's Superior Council of Education. The Principal has just fulfilled a year as President of the Committee of Rectors of Quebec Universities, the McGill Association of University Teachers is affiliated with the Quebec Federation of University Professors (FAPUQ), and while UGEQ was operative the McGill Student Union was fully a member and very intimately involved. And a great many McGill individuals serve on provincial committees and commissions - one professor is a member of the Commission on the Preservation of the French Language, for example. In none of these relationships can the university be accused of dragging its feet.

The view, therefore, that McGill is isolated from or oblivious to the life of the Province in which it stands is simply untrue. No university can live in a society for nearly a century and a half and not get involved. McGill is deeply, inextricably committed to the life of this Province, and the ties and affiliations grow deeper and more intimate with every development of the rich, pluralistic society in which today the university finds itself. McGill stands like Mount Royal as a strong institution and the shifting tides of history will doubtless leave more rich deposits and register more tide-marks upon her slopes. It should, I believe, be the hope of us all that she will continue to prove receptive, adaptable and yet enduring for the values for which she exists - the pursuit of knowledge, its discovery and broad dissemination. ●

There is in fact hardly a field of professional competence... in which McGill is not playing a leading part in maintaining and raising the standards of expertise, and serving the community in which we live.

language continues to be predominantly a Quebec-Montreal based English-language University providing higher education and professional training opportunities to the English language community of Montreal and Quebec from whence come the majority of those enrolled. It is probably fair to say that neither the established and increasing attractions of McGill to French-Canadian students nor the substantial enrolment from other provinces and from outside of Canada, will alter the basic Montreal and Quebec-oriented student population as the core of the University's enrolment.

To put it very bluntly, among the McGill problems of the future is how to continue serving the needs of the English-language community of Montreal and Quebec while encouraging more intimate student and staff relations with French-language Quebec; encouraging as well, perhaps, a larger volume of French-language enrolments; while at the same time maintaining the national and international composition of students, of staff, and perhaps most important of all the transnational standards and point of view of the University as a whole.

MCGILL'S NATIONAL AND INTERNATIONAL ACTIVITIES AND OBLIGATIONS

Undoubtedly the largest threat to the intellectual life of the University is the possibility of becoming increasingly 'provincial' as a response to the new political situation, the pressures of government financing, and a hurried desire to accommodate the University to the new service and technological needs of the Montreal community, English-and French-speaking. Nevertheless, it is possible to maintain the scientific temper, the research attitude, and a heightened social objectivity even though there may be increasing involvement with local social and economic needs and training requirements. What will help to assure that sense of both involvement and detachment with the new Quebec and its requirements will perhaps be the continuing national and international standards, student body and staff recruitment point of view. In other words, it is indispensable that McGill retain intensively its links with the rest of Canada and the international community in order to prevent its Quebec involvement from narrowing its range, its focus, and ultimately its spirit. Here, too, one must bear in mind the role of the English language. McGill is not only a Canadian University but a North American one. A very large part of its impetus is derived from being treated as a peer among the great North American universities. Its natural intellectual links, administrative and students patterns of organization and operation are with Harvard, Yale, Dartmouth, Columbia, etc. It belongs to the great eastern seaboard system of university life and indeed in some respects McGill has a kind of four-level image - Quebec, Canada, international, and perhaps above all, North American (eastern seaboard type).

Such a view of McGill probably leads to the existence of values and choices that are partly ingrained deeply in the tradition of its day to day operations and attitudes; but also these must lead to almost unconscious choices as to the goals and methods that determine its future. For example, the permanent role of the English language and the likelihood that the essential integrity of McGill cannot be preserved unless the English language remains

The continuing effectiveness of the University in responding to its own ideals is likely to be measured more by its international status... rather than by its Quebec image...

the essential language of the University for research and instruction. This by no means excludes very large increases in the role of French, the other great language of cultural, political, and scientific communication. It simply means that a bilingual university may have grave difficulty with its teaching and research logistics, the recruitment of staff and students, and the leadership position McGill now occupies in the English-speaking community of Quebec and Canada. A vital challenge to the University will be, however, to increasingly become a bridge of some kind between the most significant elements of intellectual and social development in French Canada and the English-speaking community of Quebec and perhaps equally a bridge intellectually between English- and French-speaking Canada as a whole. No university has so significant a situation or so clear an opportunity to fulfil these 'bridge' functions.

For these reasons, the continuity of McGill as a Canada 'national' university is vital not merely for the maintenance of its intellectual standards but for the new social and political role it plays directly and indirectly in the new Canada of entrenched language rights and other changes that are now emerging and which must be brought to some satisfactory fulfilment if French-language Quebec and English-language Canada are to co-exist successfully from here on.

Turning to the international side of McGill's activities and image, no university in Canada has so high a proportion of non-Canadian students and probably of non-Canadian staff. More significant, however, are the programs both undergraduate and post-graduate and the personal research and cognate activities of the staff with international components in them. For example, a survey of International Studies at McGill reveals seven or eight programs of considerable significance. Four of these are the Institute of Islamic Studies, the Centre for Developing Area Studies, the Institute of Air and Space Law, and the Institute of Comparative and Foreign Law. The Committee on International Studies under the Chairmanship of Vice-Principal Oliver is now examining the whole problem of International Studies at McGill. But what has already emerged from that Committee study is the considerable diversity and richness of the work being done and the staff skills in the matter of subjects and materials that reach beyond Canada into the world both in the social sciences, in law, and in many other areas as well. Typical of this aspect of McGill's international tradition is the fact that probably few universities in Canada have as many staff members who have had direct field experience with international technical assistance and aid programs under the United Nations, the Colombo Plan, or other aid agencies. This was true as early as 1952-53 when already a dozen Mc

Gill staff members had been in the field for the United Nations and the specialized agencies.

The Ford Foundation and the Rockefeller Foundation's recognition of this particular McGill experience is evidenced in their handsome grants to the University, probably exceeding grants to any other Canadian university in similar or kindred fields of law, Islamic Studies, or the social sciences.

Indeed, it may be argued that we have yet to make full use of this richness of personnel and of experience and it is one of the tasks of Dr. Oliver's Committee to find some means of co-ordinating more effectively this quite abundant supply of talent and experience with the social, legal, and scientific problems of many countries overseas.

CONCLUSIONS

Certain conclusions flow from this general analysis of the nature of the University as a national and international institution. May I suggest these are briefly:

1. McGill already has standards and attitudes which derive from an international status of many years' standing.
2. McGill has long been a 'national' as well as an international university in the better sense of that expression.
3. McGill, in finding new ways to associate itself with the life needs of new Quebec, should do nothing to lessen its national participation and its international image, activities and standards.
4. McGill should continue to encourage non-Quebec, Canadian as well as foreign students to come both at the undergraduate and particularly at the post-graduate level; and in dealing with its public relations and with the Government of Quebec. The scientific and scholarly values of such links should be stressed, indicating that they rebound to the benefit of Quebec and Canada as a whole.
5. McGill has obligations to the developing world on behalf of Canada and these cannot be denied in the name of new and more urgent obligations to Quebec, for to do so would be to change the spirit and nature of the University itself.
6. McGill has a unique place in the new Canada as an English-language, and potentially bicultural, bridge between not only the two language communities inside Quebec but within Canada as a whole. ●

... The essential integrity of McGill cannot be preserved unless the English language remains the essential language of the University for research and instruction.

The time has come for Quebecers to decide whether we need an English-speaking university called McGill in Montreal.

For a century and a half this city and this province have had a university on the south side of Mount Royal.

"Yes", we say, "it has been one of the world's great universities!

Yes - we have been proud of it!

Yes - it has produced many great scholars in science, medicine, engineering and the arts!"

"But maybe," we have wondered, "It is living in its past - out of step with the present - a creature of the establishment - of Anglo colonialism - a hot-bed of student power.

Gentlemen, you, the public, had better do a thoughtful assessment of McGill right now because its very existence is threatened. It is under attack from some sources and under pressure from others.

From Stanley Gray and his revolutionaries

From Lemieux and his Ligue pour Integration Scolaire

From Chartrand and his violent separatists

From the taxpayers who foot the bills

From restless youth who demand change in society - your society

From you who say "let the administration straighten out these kids before they come to me for support".

From a sensitive government which considers pressures as well as need in establishing budgets

The news compound the difficulty when they over-dramatize news and editorials.

The time has come for Quebecers - all of us - to decide whether we need an English-speaking university called McGill in Montreal. It cannot remain strong without strong public support and protection.

We have reached the point where the revolutionaries think you will let them smash it - physically.

It took 150 years to build.

It remains one of the world's great universities.

It can be destroyed overnight.

During my five months as a university administrator I have heard many questions and statements about McGill - most of them tinged with true Canadian pessimism. And I have formed some opinions of my own - none of them tinged with any part of the great Canadian inferiority complex.

In brief:

I believe that there is no university in Canada more important to the strength and development of our country, our province and our city.

I believe that McGill today remains one of the world's great universities.

It is and must remain stronger than ever before.

I believe that McGill is the best hope for the support and understanding of the ambitions of French Canada.

What are my qualifications? Well, I've had five months' experience - so I'll never be such an expert as I am right now. Furthermore, one of our leading separatists has called me dangerous and the student politicians call me naive. What more can you ask? Hear now - your questions and my answers.

What's wrong with these university youngsters?

Nothing! They are tremendous! 14,900 of them at McGill did not disrupt the Board of Governors meeting.

They are smarter than we were at that age because they are healthier. They

Robert Shaw, Vice-Principal (Administration), delivered this speech to the Montreal Bar Association on March 24, 1969, four days before the massive march on McGill calling for 'McGill français' and 'McGill aux Québécois'.



**As long as
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are better informed than we were because of the explosion in communications - and they are better misinformed because the power-seekers have learned to use the mass media while we sit tight behind those two silly words "no comment".

The young people don't like the way we, their elders, have run the world - and neither do we.

They are just as immature and impatient as we were at that age - but they don't buy the advice that they should wait for us to hand over to them - "That's been tried before", they say, "and it doesn't work." So they demand a voice - a participation - now - in government, education and business.

They are worried about mankind's ability to adjust to a world explosion in science and knowledge.

They fear the implications of living in a world where ninety percent of the scientists who ever lived in the history of mankind, are alive today - and the students think that you don't even realize it.

They are anxious about their future place in a difficult, crowded and alien world.

They want to get in to your councils now to tell you that the base for decision-making and human co-operation must be broadened. They are not impressed with your high-sounding debates about war and cruel competition and nationalism and separatism. They say that men all over must learn to work together and govern together - or mankind will destroy itself.

They want change to keep pace with progress.

So do you and so do I - but I'm an "old man" too.

I believe that we must build our change on what we have and only as fast as we can organize it and only when we can prove it.

I believe that man is a competitive animal who lacks the brains and ability for world-wide government.

But I do believe that Canada is a logical unit for government and economic unity in a co-operating world.

I share the fears of young people. I wonder if mankind can get smart fast enough.

Why are the universities in violent rebellion? They are not!

Most students are so engrossed in the fascination of getting the best possible education that they, like you, don't realize that the threat of the reactionaries is real.

However, the cream of our young brains is in the universities - so the restlessness of youth has surfaced there - but it is not a university problem. All young people are smarter and better educated and, therefore, restless and worried all over the world. It is a community problem - not a university problem.

But the universities are ideal bases for violent revolutionaries and destructive politicians - McGill has about a dozen of these plus another hundred or so of camp-followers and hell-raisers.

The unscrupulous will use any tool to win. In 1967 they attacked through the McGill student newspaper. In January this year, they attacked the Board of Governors and later the Senate. I think they lost those two rounds. Now they hope to use the separatists and CEGEPS as their weapons to destroy society through the destruction of McGill.

A university is basically a community of scholars in many disciplines and in a variety of skills. Their opinions cover the whole spectrum of human thought. Their right to academic freedom and to freedom of thought and speech must be protected at all costs if the greatness of the university as a centre of learning is to be maintained.

But their views are - and must be - so divergent that they have one great strength - they cannot possibly mount a conspiracy.

And one great weakness - they cannot defend themselves against the conspirators who choose to live in their midst.

Every contentious point of view will find its opponents and its defenders in a great university.

Let me illustrate. The department of political science met to consider the case of Stanley Gray. After long debate they passed the following resolution:

"The political science section declares support for the following statement:

"The vital principle of academic freedom includes the right to advocate ideas and to protest for redress of grievances but does not include the persistent and forceful disruption of the operations of the university, be it in the classroom or governing bodies;

"And further, we recognize that, in some cases, disruption is justified.

"This statement is made without prejudice and with no relation to the present proceedings against Stanley Gray".

They condemn and support disruption in one motion. They did meet to discuss the Gray case. And they did it all sincerely. They will argue that I'm stupid because my poor mind can't grasp the profundity of the motion. I wonder how many angels can dance on the head of a pin.

My point is that if I ever want to "conspire" to enslave Quebec I won't use those fellows.

Where do I stand?

I believe we must encourage and provide a centre for learning in as many areas as possible. We must study Maoism, Castroism, Trotskyism, Stalinism, corporatism and capitalism. We must study peace and war - science and humanity.

But we must remain a centre for learning - and not a pressure group or a political party.

We must stop those who would attempt to transform the university into a political tool.

For if any pressure group gains control - then the intellectuals will be selectively weeded out until the community of scholars is destroyed.

If certain extremists controlled McGill, the Faculty of Management and the English language would be eliminated and research would be severely restricted.

And if some of you controlled McGill, the Stanley Grays would be fired without a hearing.

Some of you would urge government to cut off all or part of your tax contributions to one of the world's great universities to build up new, much-needed universities in this province.

Some of you are already guilty of exercising pressures. Somewhere in this room sits a man who has said to his neighbour "not one more cent do they get from me until those gutless administrators straighten out those fellows."

The revolutionaries use disruption and violence in the name of democracy. We must not permit them to trap us into using such tactics. We must be patient but firm. We must resist violence but not initiate it. We must suffer your accusations that we waited too long - moved too fast - were gutless.

Believe me, the toughest job in the world today is to be a gutless university administrator.

Never have the universities been more in need of your support.

"But", you ask, "is it not true that McGill is undemocratic? Is it not run by a self-perpetuating board of Anglo governors who also control Quebec business?"

McGill is undemocratic because it is controlled by its teachers.

The student politician never fails to mention that 15,000 students have only eight votes on the Senate whereas 1,000 teachers have 32 votes and thirty-one governors have five votes.

Academic freedom at McGill is controlled by the Senate which is also the basic government of the University. The voting majority is held by elected members of the teaching staff.

On the day that we hand over control of academic freedom to government, business or students - the university dies.

The Board of Governors is, in fact, a self-perpetuating group. It is the senior governing body. But the governors are not paid for the abuse they take and they do render a great service. The record will show that they protect the community of scholars from attack and control - and they protect it well. They do not exercise, in fact, the powers accorded by George IV.

They act always in close consultation with the Senate even in financial matters and in the appointment of the Principal.

Yes, the Board of Governors represents business - and also the professions, the graduates, French Canada, English Canada from coast to coast and the labour unions. Of thirty-one governors, sixteen joined the Board by election.

**The French
Canada Studies
Institute has done
wonders on a
restricted budget.**

**I believe that
McGill is the best
hope for the
support and
understanding of
the ambitions of
French Canada.**

But, believe me, the governors are no more able to mobilize our 1,000 scholars into a conspiracy for or against anything, than is a Stanley Gray.

How can we explain the statement that the government of Quebec supports financially as many Anglophone university students as it does Francophones?

This common mis-statement is based on twisted statistics. There are many more French-speaking students in post-secondary education than there are Anglos. The difference lies in the French classical colleges and other institutions which have very few Anglo counterparts.

Full-time students in post-secondary education in Quebec in 1968-69 were:

Francophones - 63,000 received government grants of \$156 million

Anglophones - 25,000 received government grants of \$27 million

Now that many of the colleges are being converted to CEGEPS, the government is creating the Université de Québec to take up the slack - and there were no dollars for this university in the 1968-69 figures.

However, there have historically been many more Anglophone students in science, business and engineering - simply because the French-Canada showed little interest in such things until recently.

Only forty years ago the annual report of one of the province's major institutions of learning contained the following statement:

"On apportera une vigilance particulière à empêcher les élèves des facultés laïques de se laisser séduire par des théories spécieuses et de tomber dans les filets de l'erreur. Parmi ces théories erronées figurent le matérialisme, le libéralisme et le modernisme."

Naturally then, more Anglos found their way into the business community.

But meantime, McGill filled the gap - and graduated some outstanding French-Canadians: Madame Claire Kirkland-Casgrain, Dr. J. Alphonse Ouimet, Lucien L'Allier, Gérard Letendre of Laval, J. de Gaspé Beaubien, Professor Pierre Piché of Ecole Polytechnique, Jean-A. Baudot of University of Montreal. And indeed, McGill has contributed to every facet of Quebec life. She also graduated Jacques-Yvan Morin and Marcel Chaput (we almost hired him).

Times have changed. We have reached the point in this province where the Francophone has become fully competent in the business world and, I suspect, all things being equal (or almost equal), the Francophone today receives the senior appointment in business and government - and an Anglo who is not competent in French has two strikes against him.

My next question is the tough one:

Should McGill become a French university?

And you, the people of Quebec, must answer this one - NOW. In formulating your opinion, please consider the following:

French and English are two of the world's major business, cultural and diplomatic languages. The majority of leading textbooks in science, engineering, medicine and business are written in English (or at least in American)

Anglo Quebecers have been and will continue to be loyal to their home province. They will continue to be valuable citizens

The language of investment in Canada is American

Educated people in the world's most progressive nations speak more than one language - and in most the second language is English

Tourists speak English

The use of the French language in Quebec is increasing not decreasing.

But a university to retain a position of leadership should build its community of scholars on skill. Language should be a secondary consideration. This is the case at the Université de Montréal and at Laval and at McGill.

There are few scholars with the time or ability to teach in two languages - particularly in the complex scientific fields

Every province, but one, has an English-speaking university and only three provinces have more English-speaking citizens than Quebec. Three provinces have French-speaking universities.

Therefore, I suggest to you that McGill should remain basically English-speaking - but should hasten the day when it will produce graduates who are competent in French.

It should teach Quebec Anglophones as well as Francophones who wish to receive an education in English.

Is this tokenism?

No. It is honesty. McGill has been in tune with change in Quebec for years. It has been working at it since before 1960 - since before the mailbox bombs. It produced one of the most capable briefs before the B & B Commission. It has established the French Canada Studies Institute which has done wonders on a restricted budget.

The revolutionaries cry out that this is colonialism - "a study of the natives".

But the truth is that McGill was the first university in Canada to recognize that a new concept of the country was emerging based upon the existence of two linguistic and cultural groups. No university is better placed to study the implications of this new concept than McGill. The creation of the French Canada Studies Programme was an initial step in a process of adapting McGill to the new situation. It implied no derogatory attitude towards French-Canadians whatever. All McGill's institutes are based on academic and community worth, our interest in French Canada is not new.

James McGill married a French-Canadian.

McGill founded the first civil law school in Quebec in 1848. This was a major area of French-Canadian studies.

McGill is actively recruiting French-Canadian students - not for the assimilation of Francophones but for assimilation of Anglophones. This year McGill actively recruited in Franco CEGEPS has received over 500 applications.

There are over three thousand French-speaking students taking full-time and part-time courses at McGill.

Some lectures are given in French in the Faculties of Law and Arts.

Since 1964 any McGill student has had the right to write examinations and theses in either French or English.

The Academic Policy Committee of Senate is charged with the task of expanding the use of French at McGill.

Tokenism? No, leadership.

But as long as McGill continues to be basically English-speaking - and it should - then it will be accused of tokenism by the thoughtless and vicious. Is McGill being favoured financially?

No. Each year a committee of experts from the Department of Education and from all the universities study exhaustively and recommend the amounts of government grants. And for the last two years, the government has slashed millions from the amounts recommended by the committee for McGill.

McGill cannot live within the grants imposed by the government. We are forced to charge higher fees than at the University of Montreal - and we are obliged to cut costs to the point where our total expenditure per student is \$700 less than at the University of Montreal - and we have 15,000 students.

That's ten million dollars.

But even so we cannot live within these slashed grants. We are operating at a deficit. Therefore, some day either the government or McGill must pay the piper. It will be a bitter payment for Quebecers - either way.

"But", say you, "why not use your huge endowment?"

Again - let's look. Where is all that wealth?

McGill has endowments totalling \$87 million.

But of these, \$75 million are restricted to specific projects by the terms of the gifts. And, of course, it actually reduces the need for government grants.

The balance of \$12 million is unrestricted. At six percent this would return \$720,000 annually - and our operating budget is \$40 million - plus our capital requirements.

Why should McGill educate non-Quebecers using Quebec taxes?

Well, of course, there is a balancing factor for those Quebecers who leave the province for their education. There are more Quebecers taking their university education outside the province and outside of Canada than there are other Canadians and foreigners using our taxes for their education - a net gain to Quebec - but this is secondary. Cross-fertilization is essential to the strength of a university. Non-Quebec graduate students teach Quebecers. McGill graduates carry the image of McGill and Quebec all over the world - to the benefit of our community.

We are proud, too, of the evidence of our quality which results in 54% of our graduates being sought by out-of-province employers. Some day we may equal

**I believe that
man is a competitive animal
who lacks the
brains and ability
for world - wide
government.**

the 80% record of Harvard. Don't suggest that this is because Massachusetts is a small state. Northeastern University in Boston sends only 37% out of state.

The answer lies in the fact that McGill is one of the world's great universities. Be proud of it!

Where will the Francophone CEGEP and classical college graduates go next fall if we don't make McGill a French-speaking university?

This is the big argument of the revolutionaries in their attempts to induce the youngsters to riot. The Honourable Mr. Cardinal gave the answer last Friday. Based on these figures - with which we agree - there are 35,200 classroom seats available in the French universities for 10,800 applicants and 6,000 seats in the Anglo universities for 5,200 applicants.

The short-term need is well covered. And the University of Quebec is building for the long term.

So, Mr. Separatist, if you take over McGill by force you will have space you don't need - and no teachers, no English, no Anglos - because McGill is the source of the province's English-speaking teachers in the schools and CEGEPS.

Is it true that McGill receives more research grants than the other Quebec universities?

Yes. In fact, it is true that McGill receives more in research grants than any other Canadian university - and all of it makes a valuable contribution to Quebec's future.

It is also true that research grants are made to individuals - not to universities.

Proof positive that McGill's community of scholars constitutes one of the world's great universities.

Today! Not fifty years ago but right now!

What an asset to our community! Great research makes great teaching.

Do we really want to see it destroyed and start over again?

Or would you rather continue with us to thoughtfully keep it in pace with Quebec society - if so, then protect it and support it.

"Then why - oh why" you say "haven't we been telling you these things?"

Because, gentlemen, we thought you knew. ●



McGill the pride of the English community and of Anglo-American capital, is the most flagrant symbol of this privileged position.

"Au Québec, le capital parle anglais et le travail parle français..." In the Quebec of St. Léonard, of the Domtar strike, of the CEGEP occupations, can McGill remain as it is for much longer?

The privileges of Quebec's English minority are particularly evident in the field of education. This minority of 17% occupies 42% of the available university places and receives one third of the government grants for higher education. McGill, the pride of the English community and of Anglo-American capital, is the most flagrant symbol of this privileged position: it receives 22% of the grants going to Quebec universities... and its budget for research is equal to those of l'Université de Montréal and Laval combined!

It is the French majority that pays for McGill, through its taxes.

This article, by former McGill political science lecturer Stan Gray, originally appeared in French, in 'Bienvenue à McGill', a newspaper distributed to Quebec workers and students in preparation for the March 28 demonstration in front of McGill's gates. It also appeared, in somewhat different form, in the McGill Daily of February 10 and 12, 1969.

But McGill preserves the privileges of the English minority. And McGill defends the interests of American imperialism. And nearly one third of McGill's students (26%) come from outside Quebec. Among Quebec's universities, it is McGill that has the largest proportion of foreign students. And on top of this, 51% of McGill's graduates take up careers outside Quebec. And all this while thousands of CEGEP graduates are looking for university places!

Until recently, the McGill administration had 'excuses': the English and French pre-university educational systems were different. But this is not the case any more: all students, French and English, will soon get to university by the same road, the French 'cours classique' having been pretty well abolished.

Yet it is still difficult for CEGEP students to gain admittance to McGill. Why?

1. Instruction is given in a language which to them is foreign.

2. The fees are about \$200 higher than those in French-speaking universities.

3. McGill requires an average of 70% from a CEGEP graduate for admittance into second year, while it requires only 55% from its own first-year students... and this, even though CEGEP graduates are more advanced in several subjects than students finishing first-year McGill. Compare, for example, CEGEP II courses in chemistry and biology to those in second-year McGill.

It is not a problem of space: studies have shown that McGill could easily accept more students. Besides, the university is unoccupied during the five summer months. It is not a problem of finances: McGill is always complaining about its financial state, but its endowment is in the neighborhood of \$100 million... It is perhaps a problem of racism: why is it that McGill demands an average of 15% more from CEGEP graduates than from English students at the same level? Could this be a hypocritical method of limiting the number of its French students?

At the same time, McGill studies the natives, the 'indigènes'. Instead

A French-Canada Studies Program would have a place in an Ontario university, but in a Quebec university, an English-Canada Studies Programme would be more appropriate.

of integrating a study of Quebec into its program, instead of serving, in French, the French majority of Quebec, McGill in 1963 decided to institute a French-Canada Studies Programme which its own director considers a 'bêbelle' -- all the more so since its budget of \$87,000 is only one third of what was requested. A French-Canada Studies Programme would have its place in an Ontario university, but in a Quebec university an English-Canada Studies Programme would be more appropriate!

It is this which is most striking: McGill, to all intents and purposes, is financed by Quebec society, and yet it remains absolutely inconsistent with the needs of that society. McGill serves only a minority of English students, in a province where 83% of the people speak French, while some 10,000 CEGEP graduates risk finding themselves next autumn condemn-

McGill is on the wrong side of both of the two great contradictions of Quebec society.

ed to becoming educated unemployed.

In fact, McGill is at the service of the foreign élites that have controlled Quebec for 200 years. American capital has succeeded British capital, appropriating the people and their resources, with the complicity of Quebec's élite and successive governments. Sixty per cent of Quebec's primary industry belongs to American capital, and Quebec workers have the lowest wages and highest rate of unemployment in all of Canada. It is not only as workers, but as French-speaking workers that Québécois are exploited: as B and B Commission documents revealed, the French-speaking worker is relegated to the bottom of the income scale.

The French-speaking people of Quebec are the victims of an ever-present cultural oppression: what one thinks at Noranda Mines, one thinks at Radio-Canada...

The French language in Quebec is in more serious danger than ever, as it submits again and again to systematic assaults in the world of work, in the world of education, of leisure (all the more so since the vast majority of immigrants to Quebec -- 95% in Montreal -- choose to integrate into the English sector).

The two great contradictions in Quebec society are the confrontation between the interests of the working class and the interests of the capitalists and the conflict between the minority nation and the majority nation. In fact, the two contradictions are inseparable, because they revolve around the same political and social problems: thus, when there is a strike in a large company, one often finds the French on one side and the English on the other. A true liberation for Quebec workers will take the form of independence and socialism (for the replacement of an English-speaking élite by a French-speaking élite would leave the root of the problem untouched).

McGill is on the wrong side of both of the two great contradictions of Quebec society.

On the wrong side, because it is exclusively at the service of the English community and of Anglo-American corporations. McGill's Board of Governors is dominated by representatives of the corporations and trusts that make up the most powerful nexus of Canadian capital, centred in the Bank of Montreal. The contribution McGill makes to this financial élite is demonstrated by symbolic acts like the granting of honorary degrees to Ross Clarkson, honorary president of Royal Trust, or John Ross Bradfield, chairman of the board of Noranda Mines.

Future Ross Clarksons, future John Ross Bradfields, McGill University turns out thousands of them each year... future Gilbert Ayersts.

The enterprises with which McGill maintains close relations mercilessly exploit the workers: they have the same rapport with Quebec that the United Fruit Company has with the banana republics of Latin America. These corporations own the country (but their headquarters are elsewhere), they exploit its natural resources and take the profits with them outside the country.

This economic hold is not all; these corporations take a racist

The enterprises with which McGill maintains close relations mercilessly exploit the workers.

political stance as well: look at Matagami, in northwestern Quebec, where Noranda Mines controls the school commission to the disadvantage of the French-speaking majority.

How does McGill work for the benefit of these private interests? Some examples...

- McGill is the principal source of the establishment responsible for the economic exploitation and cultural alienation of the people of Quebec: in all its faculties, and especially the Faculty of Management, it forms those who will be at the posts of command.

- Quebec taxpayers have provided \$3.3 million for the construction of the new McLennan Library at McGill. This library has a better collection of works on Quebec than the library at l'Université de Montréal. But the McLennan Library is not open to the public... except to the large corporations, who have access to it through a subscription costing \$100. Montreal social workers report having been refused the right to carry on research there.

- All Quebec universities use the National Placement Service to aid their students in finding work. All, except McGill. Why? The ans-

wer is found in the Gauthier commission report on government grants to universities: McGill authorities prefer to maintain their own placement service, to conserve McGill's privileged relations with the corporations. It goes without saying that it is the public that pays for the McGill Placement Service... and not the enterprises that benefit from it.

● In the McGill Index of Research, only three projects among several thousand are concerned with Quebec.

o In research matters, McGill is particularly useful to the large corporations. Members of the Financial Research Institute include institutions like the Bank of Montreal, Bell Telephone, the CPR, Montreal Trust... and McGill University. McGill maintains a number of institutes and research centres that serve the large corporations and capitalist governments (Canada and the USA) directly. One example: at the Mining Research Institute, the research program was conceived with the needs of private industry, with which the Institute maintains constant communication, in mind. The laboratories and the research are sponsored by the American-owned Iron Ore Company and other large mining concerns.

● McGill also has an academic establishment. It is, another dimension of the anti-Quebec attitude at McGill. The former dean of the Law Faculty, Mr. Maxwell Cohen, doesn't hesitate to say that the program at McGill, its research projects as well as its researchers, work in concert with American and English-Canadian universities. He omits only one sector in his list: the French-speaking universities of Quebec.

● Moreover, the Ford Foundation and the Rockefeller Foundation recognized McGill's special situation in increasing the amount of money they grant to McGill... a much greater contribution than these foundations make to other Canadian universities.

● A quotation from Mr. Maxwell Cohen: "McGill has obligations toward the development of Canada, and cannot disengage itself from them in the name of new and pres-

For as long as McGill University remains as it is, a growing number of Quebecois will regard it as... an obstacle to their liberation.

sing obligations regarding Quebec, since this would change the nature and sense of the university."

In many ways, McGill is in the forefront of Quebec universities. It is by far the wealthiest, the most prestigious and the largest university in the province. Therefore it would have been normal for McGill to play a decisive role in the critical CEGEP situation, and to open its doors to collegial graduates. It is revolting to see that through its discriminatory admissions policy (discriminatory because of its fees, because of its systematic refusal to give instruction in French, and because of the different criteria it uses for the admission of French and English students), McGill is right now closing its doors to CEGEP graduates.

To play a useful role in Quebec society, McGill must transform itself. There is no reason, moreover, that this new orientation cannot be realized. But for that to happen it would be necessary that McGill rethink its whole position; that it accept the idea of becoming, instead of a privileged institution, a centre for study and research that would contribute to leading the people to take control of their own destiny.

A new McGill... what would it be like?

The Faculty of Management must disappear and be replaced by a Faculty of Labor, which would train

union organizers instead of managers and administrators.

Such a change would have important repercussions for the whole of Quebec, as social divisions coincide with national divisions. If McGill wants to be a critical university, a university defending the interests of the working class, it must be French. It must also be democratic, with student-faculty control in the departments and the overall control of the university resting with students, professors, and true representatives of the Quebec people.

McGill must not content itself with accepting a larger share of CEGEP graduates. It must also adapt itself to them, rather than trying to assimilate them. In other words, it must instruct them in French. This would be a first step toward the substitution of French for English as the language of everyday life.

One could institute a transition period of bilingual instruction, during which intensive courses in conversational French would be given to English-speaking students and staff. Third-and-fourth-year students would of course be allowed to finish their programs in English. But after a few years, the linguistic reorientation of McGill would be complete.

The problem of English Quebecers should not be thought of as one of a minority. The situation of an oppressive minority is not the same as that of an oppressed minority. In the same way, one should not confuse the nationalism of the oppressor, which leads to imperialism, with the nationalism of the oppressed, which leads to national liberation.

Finally, McGill must completely revise its admission criteria and lower its fees, which discriminate against students from the working class. Ideally, university education should be financed by the government. But at the moment there is no hope for this. McGill must therefore lower its fees by at least \$200, until we have free education.

For as long as McGill University remains as it is, a growing number of Québécois will regard it as a menace to their épanouissement, as an obstacle to their liberation.

men's athletics

ATHLETICS DEPARTMENT STAFF 1969-1970

Harry E. Griffiths	- <i>Director</i>
Mrs. Pauline Shantz	- <i>Director's Secretary</i>
S.H. Cleary	- <i>Building Superintendent</i>
Robert Dubeau	- <i>Chairman - Intramural Program</i> <i>Golf Squash Coach</i>
Miss Diane Bott	- <i>Secretary, Intramurals</i>
Miss Colleen Erb	- <i>Secretary, Intercollegiate Athletics</i>
J.M. Forsyth	- <i>Business Manager</i>
Miss Wendy Woods	- <i>Business Manager's Secretary</i>
Brian Gilmour	- <i>Senior Hockey and Track Coach</i>
A.F. Kamal	- <i>Swimming and Waterpolo Coach</i>
Miss Cheryl Mackenzie	- <i>Ticket Office</i>
Tom Mooney	- <i>Senior Football and Basketball Coach</i>
Steve Doty	- <i>J.V. Football and hockey Coach;</i>
Tom Thompson	- <i>Chairman, Instructional Program</i> <i>Sports Information Service;</i> <i>Program Advisor</i>

women's athletics

ATHLETICS DEPARTMENT STAFF 1969-1970

Miss Gladys Bean, *Director*
Miss Gerry Dubrule
Mrs. Marilyn Hone
Miss Biddy MacTier
Miss Pat Reynolds
Miss Joanne Taylor

The Department staff conducts the instructional, competitive and recreational sports activity program. It is assisted in its endeavours by the Women's Athletic Association Council and Executive, who are responsible to the Women's Athletics Board.

men's athletics

ATHLETICS FACILITIES

The facilities for Athletics, Physical Education and Recreation at McGill are outstanding. The Sir Arthur Currie Gymnasium and Memorial Swimming Pool constitute one of the finest athletic plants in Canada. The University is proud of the Percival Molson Memorial Stadium and the McGill Winter Stadium.

STUDENT IDENTITY CARDS: Upon registration all fully registered students, and PARTIAL students registered for three or more full courses, in all Faculties and Schools are issued with a regular Student Identity Card which entitles the bearer to full use of all facilities and admission to Molson Stadium, the Gymnasium-Swimming Pool and the Winter Stadium when McGill teams are playing home games (exception Winter Carnival).

Students taking less than three (3) full courses upon payment of an additional amount at the Accounting Office, may procure a student identity card, which entitles them to Athletic facilities privileges.

Bona fide members of the McGill Graduate Society may obtain a McGill Athletics Membership for a fee of \$50.00 (Grads, Associates and Staff only)

For information apply to Mr. William McDiarmid, 510 Abercorn Avenue, Montreal 16, Quebec.

The nominal fee for Staff membership is \$15.00. This is available to Academic staff members only. (Professors, Assistant Professors, Lecturers, Research Associates, Etc.)

Co-educational badminton will be offered Tuesday and Thursday evenings from 7 to 9:30 p.m. in the East Gym. Starting Oct. 1, 1968.

Throughout the fall and winter term regular recreational times are available to staff and students. Floor Hockey, Basketball and Volleyball are the most popular "free" time activities, in addition to general exercise.

Starting Nov. 3, 1969, Monday night. Co-educational recreation skating is held at the Winter Stadium every Monday and Saturday - 8:30 to 10:30 p.m.

Contact MOC for planned ski excursions and lessons at reasonable rates.

Regular recreational co-educational swimming hours are scheduled throughout the fall and winter term. Daily 9:30 p.m., Sat. 9 a.m. to 8:30 p.m. See pool schedule.

The squash courts are open on a daily 1/2 hour reservation basis throughout the fall and winter term. Daily 9 a.m. to 9:30 p.m., Sat. 9 a.m. to 8:30 p.m.

The four courts in the Forbes Field are available in the fall and spring term from 9 a.m. to 5 p.m.

The "Upstairs" weight room is available during regular gymnasium hours.

LOCKER FACILITIES:

The Athletics Department furnishes towel and locker service in the Sir Arthur Currie Gymnasium to both men and women. Locker service is free to all students and clean towels will be provided by the attendant. However, if lock and towel are not turned in at the end of the year, there will be a nominal charge of \$3.50 for the lock and \$1.00 for the towel.

PLAYING FIELDS:

Macdonald Park, situated directly north of the Gymnasium, contains the following playing fields:

1. The Percival Molson Memorial Stadium, a full-sized football field, encircled by a 440-yard cinder track, with seating accommodation for approximately 20,000.
2. The Middle Field, a recreational area, is 80 yds. x 50 yds.
3. The Stuart Forbes Field, a full-sized football field.
4. Tennis Courts: four hard surface tennis courts are located at the nominal north end of Forbes Field.

ATHLETICS DEPARTMENT

The athletics programme at McGill is operated by the Staff of the Department of Athletics.

These people are responsible to the Director of Athletics, and are assisted in the administration of athletics by two student bodies: - The Students' Athletics Council and the Students' Intramural and Recreational Council. Women's Athletics are governed by parallel organizations described in a later section.

ATHLETICS BOARD

The Athletics Board, which advises on the Athletics Department's policy and finance, acts as a link between undergraduate activity and graduate interest on the one hand, and the Senate and Board of Governors on the other. The membership of the Athletics Board includes professors, students, and graduates.

MEMBERS

<i>Ex Officio</i>	Dr. H. Rocke Robertson
<i>Chairman</i>	Taylor J. Kennedy
<i>Vice-Principal</i>	R.F. Shaw
<i>Chairman, S.A.C.</i>	Jim Winslow
<i>Vice Chairmen S.A.C.</i>	Peter Oliver - Steve Peck
<i>Appointed by the Graduates</i>	Peter Abbott
<i>Appointed by the Graduates</i>	Pierre L. Dessaulles
<i>Appointed by the Graduates</i>	Roy L. Heenan
<i>Appointed by the Senate</i>	Professor J.W. Boyes
<i>Appointed by the Senate</i>	Professor E. Pounder
<i>Appointed by the Senate</i>	Dean C. D. Solin
<i>Director of the Department (Sec'y)</i>	Harry E. Griffiths

STUDENTS' ATHLETICS COUNCIL

The Students' Athletics Council acts as a secondary body to the Athletics Board. It is composed of students representing the various aspects of the athletic programme at our university. These include the Chairmen of the S.I.R.C. and the president of the W.A.A., who represent students taking part in our intercollegiate or recreational sports, and the chairmen of such student organized events as Athletics Night.

The objective of the S.A.C. is to encourage a high degree of participation in the athletic programme.

EXECUTIVE COMMITTEE

<i>Honorary Chairman</i>	Dr. H. Locke Robertson
<i>Chairman</i>	Jim Winslow
<i>Vice-Chairmen</i>	Peter Oliver - Steve Peck
<i>Chairman, S.I.R.C.</i>	Brian Carr
<i>President, W.A.A.</i>	Jeanne Adderly
<i>Chairman, Athletics Night</i>	M. R. Kim
<i>Director of Athletics</i>	Harry E. Griffiths
<i>Secretary</i>	J.M. Forsyth
<i>McGill Daily Sports Editor</i>	P. Yaffe
<i>Chairman, Sports Promotion Committee</i>	Bill Tomlin

ATHLETICS NIGHTS

<i>Chairman</i>	N. R. Kim
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These evenings demonstrate to the students a cross-section of McGill athletic activities. The programme includes badminton, basketball, gymnastics, judo, squash, swimming and wrestling.

The aim of Athletics Nights is to provide high-calibre competition for McGill teams, and to interest and arouse the enthusiasm of the student body by its presentation.

CHEERLEADERS

The cheerleaders along with the cheerleaderettes perform at all home football games and travel to Toronto and Kingston on the occasion of the Varsity and Queen's games. The squad begins practice immediately after registration and those interested in cheering should contact the Athletics Office.

SPORTS PROMOTION COMMITTEE

<i>Chairman</i>	Bill Tomlin
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The purpose of the Committee is to promote interest in and raise spirit at all major McGill athletic events.

SPECIAL RULES FOR COMPETITION

ELIGIBILITY:

Participation in competitive intercollegiate athletics at the University is open to all students who are proceeding to a degree except:

1. Those who are repeating their year.
2. Partial students.

The regulations under which students must qualify for participation in intramural athletics are described in a later section.

MEDICAL EXAMINATIONS:

Students desiring to take part in intercollegiate athletics must first undergo a medical examination by the University Health Service.

ATHLETIC INJURIES:

The University is not responsible for damages of any kind resulting from accidents or athletic injuries which may occur, not for the medical or hospital expenses incurred by any person suffering an accident or athletic injury. In cases of injuries which occur during competitive or recreational athletics, the Health Service

will render treatment, including hospitalization if necessary: any hospital expense in this connection shall be limited to the same maximum amount and conditions as in the case of hospitalization for illness. If circumstances appear to justify such action, the Director of the Department of Athletics may authorize additional services or contributions towards such cost.

All cases of athletic injury requiring medical treatment or hospital accommodation must be reported immediately to the Business Manager of the Department of Athletics and the University Health Service by the managers of captains of the teams concerned.

1. No claims will be entertained unless the claimant has been medically examined and is placed in a "playing" category, A or B.

2. No claims will be considered unless the athletics injury form has been filled in, in duplicate and turned in to the Athletics Office and to the Students' Health Service within forty-eight hours after the injury.

3. No claims will be entertained unless the injured party has reported to the Students' Health Service for treatment or in case of emergency to either the Royal Victoria or Montreal General Hospital and a report from the hospital forwarded to the Students' Health Service.

4. The University will not be responsible for dental X-rays, cleaning, fillings, or extractions of teeth nor for eye strain.

5. The Students' Health Service and/or the Athletics Board will provide for public ward rates up to \$125.00 in any one session. If the patient desires other accommodation, he will pay for the difference himself.

6. Physio-therapy treatment must be specifically authorized by the University Health Service or by Athletics Doctor.

7. No claims will be entertained for damage to glasses. (Protective apparatus must be worn.)

8. X-ray examinations will not be paid for except in cases of acute emergency or unless authorized by the Students' Health Service.

9. No bills will be paid to the hospitals direct. It is the responsibility of the student involved to see that his bill is paid and his injury report turned in to the Students' Health Service and to the Athletics Office before he can expect any consideration of payment. After all this has been done, he may have his bill refunded.

McGill University participates in 16 Intercollegiate sports sponsored by the Ontario-Quebec Athletics Association in the Canadian Intercollegiate Athletics Union, on a senior level. The order in which championship competition in these various sports was introduced, is as follows:

Football.	1898	Waterpolo.	1909
Track.	1899	Tennis.	1909
Hockey.	1902	Golf.	1923
Soccer.	1904	Rugger.	1923
Basketball.	1908	Fencing.	1937
Wrestling.	1909	Skiing.	1947
Cross Country.	1909	Badminton.	1949
Swimming.	1909	Squash.	1950

Badminton Coach. Stan Cutts

Following the intramural badminton tournament held in January, selected players will participate in round robin competitions to determine the selection of the intercollegiate team.

The Intercollegiate Team competes annually for the Ontario Quebec Athletic Association championships Carlton, Ottawa, Queen's, McGill, Laval and University of Montreal will compete on February 6th and 7th for the Eastern Section supremacy. The winner will compete against the Western Section winner on February 14th at Waterloo for the O.Q.A.A. Championship. In preparation for the championships, the Redmen will compete against local clubs.

Basketball Head Coach. Tom Mooney
Junior Varsity Coach

Practices for the "Redmen" and Junior Varsity will begin on Monday, October 12th - 5.30 - 7.30 P.M.

The "Redmen" will compete in the Eastern Section of the Ontario Quebec Athletic Association: Carlton, Ottawa, Queen's, McGill, Laval. The two top teams in the Eastern Section will enter play-offs with the two top teams of the Western Section for the O.Q.A.A. championship. The team will also play games with Quebec university teams for "La Coupe de Québec" and several exhibition games.



INSTRUCTIONAL ATHLETICS FOR MEN

Chairman Thomas B. Thompson
Office Room 1, Currie Gym

Purpose of the Programme

The programme is designed to provide qualified instruction in popular individual athletics. This is an opportunity for any bona fide McGill student to use the athletic facilities and acquire or improve athletic skills. A by-product of regular exercise can be good health and good fun.

Registration Dates

First Term: September 25th and 26th, 9 a.m. to 5 p.m.
Classes start: Monday, September 29th.

Second Term: January 16th and 17th, 9 a.m. to 5 p.m.
Classes start: Monday, January 19th.

Class Hours

Except where indicated, classes in physical education will commence at fifteen minutes after the hour and finish at fifteen minutes to the hour, e.g. 10:15. Each course runs for seven weeks, one half hour per week.

Uniform

Participants in regularly scheduled physical education classes will be expected to wear the following uniform - white "T" shirt, white shorts, white socks, and running shoes. This equipment may be purchased in the Locker Room Office in the Currie Gym.

Lockers

Locks and Lockers will be issued on presentation of the students' card. Towels (and condition for the use of) are also available. Limited numbers of squash lockers are reserved for upper classmen.

McGill Health Service and Instructional Athletics

1. All first year students must have a *medical examination*. This examination is given at the Students' Health Service, 517 Pine Avenue West. It is assumed that students who take a swim test or any instructional athletic activity without a medical exam are aware of their personal fitness.
2. A student's medical category (A,B,C,D or E) will determine the extent to which he may participate in the Athletics.

Instructors

Members of the Staff of the Department of Athletics will instruct in the programme. Qualified paid, part time instructors also assist. Application may be made to the Athletics Department (Office 1) for part time employment in this area.



The "Indians" will enter the Junior Varsity section of the City Intercollegiate Basketball League (CIBL) and will play exhibition games.

Fencing

Coach George Tully

McGill Fencers begin practices on Monday, October 27th. The team has a Salle d'Armes and the latest French equipment; all that a student requires is a pair of running shoes. The coach welcomes those novices who wish to learn the fundamentals of Fencing.

The O.Q.A.A. Fencing Championships (Eastern section) will be held at University of Montreal on Feb. 6 and 7th. The individual and team winners will compete against the Western section winners for O.Q.A.A. supremacy. In preparation for this meet, the team will compete against College Militaire Royal, St-Jean; Royal Military College, Kingston; l'Université de Montréal, Dartmouth; and local fencing clubs.

Football

Honorary President To be appointed

Manager To be appointed

Head Coach Tom Mooney

Ass't Coaches Charlie Baillie,

Gerry Apostolatos, George Alevisatos

Junior Varsity Head Coach Steve Doty

Ass't Coaches Tom Moran, Dr. W. Lambert

Trainer Jim Adams

The 1968 Redmen will begin practices on September 1 (a.m.) when the holdovers from last year's senior squad, Junior Varsity and new eligible candidates take the field. These men have been selected for their ability, attitude and interest in football during the past year. Eligible students for senior competition are requested to contact head coach before the opening of practices so that they may be included on the training list. Football at McGill is open to any student wishing to try out for the squad.

The O.Q.A.A. Intercollegiate Football League for 1969 consists of the following teams:

McMaster; McGill; Queen's; Toronto; Western; Waterloo.

The McGill Junior Varsity squad will begin workouts on Friday, September 19th at 3.00 p.m. This team is made up of players lacking senior ability and those ineligible to compete in senior competition. The J.V. team will compete against College Militaire Royal, St-Jean; Royal Military College, Kingston, Loyola College and Sherbrooke University.

Golf

Coach Robert Dubeau

The Intercollegiate championship will be held at McMaster University on October 9th and 10th. Students interested in competing for places on the Intercollegiate team should contact Robert Dubeau office No. 3 at the Currie gym. It is expected that players will require a handicap of 6 or less to qualify.



Hockey

Head Coach Brian Gilmour
Manager Allan Millier
Junior Varsity Coach Steve Doty

The Redmen will play in the Eastern Section of the Ontario Quebec Athletic Association consisting of Carlton, Laval, McGill, Ottawa, Queen's and U of M. The two top teams will enter a play-off with the two top teams of the Western Section for the O.Q.A.A. championship. The team will also compete for La Coupe de Québec and in international tournaments.

The Junior Varsity team will play in a city Intercollegiate league with Loyola, Macdonald, l'Université de Montreal, C.M.R. and l'Université de Québec.

Senior and Junior Varsity practices will be held at the McGill Winter Stadium between 5.30 p.m. and 9 p.m. beginning October 22nd and continuing through February.

Rugger

Coach Prof. P. Covo
Coordinator Robert Dubeau

McGill will compete in a four team Intercollegiate league consisting of Queen's, York, Royal Military College and McGill.

Skiing

Coach To be appointed
Coordinator Tom Thompson

Skiing at McGill is important both as a competitive sport and recreational activity. Competitively, McGill enters a team in the Ontario Quebec Athletic Association championships which are being hosted by: Queen's (Nordic), Feb. 6 and 7th and Ottawa (Alpine) Feb. 13th. Competition will be



scheduled by several Quebec Universities for La Coupe de Québec. The McGill Outing Club amply fulfills the needs of the recreational skier.

All prospective team members should contact the Athletics office for pertinent details of the training schedule.



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All prospective team members should contact the Athletics office for pertinent details of the training schedule.

Soccer

Hon. Pres. Vice-Principal Fieldhouse
Coach Harry Noetzel

McGill will compete in the Eastern Section of the O.Q.A.A. which will include: Carlton, Laval, McGill, Ottawa, Queen's, and U de M.

Squash

Honorary President Prof. Derek Drummond
Coach Bob Dubeau

McGill will compete against Guelph, McMaster, Toronto, Waterloo, Windsor and Western in the Ontario-Quebec Athletic Association championships scheduled for February 27th and 28th at McGill.

In preparation for this competition, the team will play against squash clubs in the Province of Quebec and Ottawa area.

Wrestling

Coach Allan Turnbull

The Wrestling team competes annually for the Ontario-Quebec Athletic Association championship which will be held on February 20th and 21st at University of Western Ontario.

Prior to the O.Q.A.A. championships, meets will be scheduled with Queen's, Waterloo, Paul Smith and Plattsburg State. The Wrestlers will also compete in the City Intercollegiate League.

Swimming

Honorary President Dr. Munro Bourne
Coach A.F. Kamal

The Swimming Team will begin practices on September 14th, between 5 and 6 p.m. Anyone interested in competitive swimming or diving any contact the coach at the Swimming Pool Office.

The Annual competition for the O.Q.A.A. championships will be held at McMaster on February 20th and 21st.

Prior to the O.Q.A.A. Championships, meets will be held with Pointe Claire, University of Vermont, Plattsburg State Teachers College, Laval, l'Université de Montréal, Collège Militaire Royale, Sir George Williams University and University of Toronto.

Tennis

Honorary President Mr. Laird Watt
Coach Stan Cutts

The Eastern Section of the O.Q.A.A. Championship: Carlton, Laval, McGill, Ottawa, Queen's, U de M, will be hosted by Carleton on October 2nd and 3rd. The intersectional play-offs for the O.Q.A.A. Championship will also be hosted by Carleton on October 10th and 11th.

Track & Field, Cross Country

Hon. President Mr. Kenneth H. Browne
Coach Brian Gilmour
Assistant Coach Nigel Evans

The Track & Field season begins Sept. 15th and runs throughout the school year. Practices are from 5.15 p.m. to 6.30 p.m. at Molson Stadium. The Intramural Meet will be held on Wed., Oct. 1st. The McGill Invitational and Twilight Meets



will be held in early Oct. in preparation for the O.Q.A.A. Championship, Oct. 18th held at McMaster University.

The Cross-Country season continues throughout the school year, with the O.Q.A.A. Championship at Queen's on Nov. 1st.

Water Polo

Honorary President To be appointed
Coach A.F. Kamal

The McGill team will play their traditional home and home series against the University of Toronto: Nov. 22nd, Toronto at McGill; Nov. 28 McGill at Toronto. The winners of this series with play-off with the winner of the Western Section for the O.Q.A.A. championships.

The team will also compete in the City Senior League. Regular practices will start on September 15th at 6 p.m.



women's athletics

ATHLETICS FACILITIES

Administration offices –
Athletics & Physical Education for Women
Royal Victoria College – Main Floor
555 Sherbrooke St. West.

The women share the use of the many athletics facilities at McGill. (See pp. under Men's Athletics.) The women do not have a self-contained Physical Activities Building of their own and so the facilities are scattered. However in addition to those listed above, the program is carried on in the R.V.C. Gym, 2nd floor and the R.V.C. Swimming Pool.

Lockers

There are three locker rooms available for use by Women students. Towel service is provided in each case.

1. Currie Gymnasium – Students participating in the activities program "up the hill" may sign out for a small storage locker by presenting their student I.D. Card to the attendant.

2. R.V.C. – Since there is no attendant in the locker rooms in the basement of R.V.C., students secure a locker for their use by presenting I.D. Card to secretary in the Women's Athletics Administration office, 1st floor, R.V.C.

3. R.V.C. Pool – Lockers in the pool building may be used by people only when they are using the swimming pool. There is an attendant on duty when the pool is open.

Policy for the use of University facilities and equipment.

Any woman or group of women wishing to use the University equipment and/or sports facilities for activities other than those sponsored and scheduled by the Women's Athletic Association must apply to the Women's Athletics & Physical Education Department at Royal Victoria College.

Use of the R.V.C. Hall in the evenings by resident students or other students for any purpose must be requested at the R.V.C. Administration Office.

RULES FOR PARTICIPATION AND COMPETITION IN ATHLETICS

Identity Cards and Swim Test Classification

All women students must obtain a *students' identity card* in order to use McGill Athletics facilities.

athletics

The regulations regarding the use of the facilities are the same for the women as for the men. Upon registration *regular* Student Identity Cards are issued to all *full time* and some partial students. This card entitles the student to full use of all facilities and admission to McGill Home games. These cards are not transferable and must be carried by students at all times. There is no admission without presentation of the I.D. card. In order for a student to swim, she must pass the swimming test and have her card punched either at the Currie Locker Room or at R.V.C. pool.

Partial students, taking less than 3 courses, may, upon payment of an additional \$15.00 at the Accounting Office, procure a student identity card which will entitle them to athletic facilities privileges.

Medical Examinations:

All women students desiring to compete in athletics must have a medical satisfactory to the University Health Service.

Managers and coaches of clubs are responsible for the strict observance of this rule and may not allow anyone to participate in team training, practices or coaching sessions until they have been examined and are declared eligible for the current college session. After having been hospitalized or temporarily declared unfit for participation in physical activity, a student, in order to be reinstated, must obtain written permission from the Student Health Service and submit it to the Director of Athletics for Women.

Athletic Injuries:

The University is not responsible for damages of any kind resulting from accidents or athletic injuries which may occur, nor for the medical or hospital expenses incurred by any person suffering an accident or athletic injury. See "Athletic Injuries" (Men's Athletic Section) for full details.

All cases of athletic injury to women students requiring medical treatment or hospital accommodation must be reported immediately to the University Health Service in R.V.C. or to the Director of Athletics & Physical Education for Women. In cases of emergency, the Royal Victoria Hospital or the Montreal General Hospital will accept cases, but these must be reported to the Director of the Department within 48 hours. The student is responsible for all costs and should have insurance of some kind to cover them. If circumstances appear to justify action, the Director of the Department for Women may authorize contributions towards the cost of hospital treatment or additional services.

Outside Athletics:

It is expected that students who are proficient in any sports will wish to play on one of the University teams. This should be regarded as the highest honour any student can earn in the field of athletics. If for any reason during the session, including the Christmas holidays, any individual desires to be on a non-University team either, as well as, or instead of, the University team, she must:

Report in writing to the President of the W.A.A. setting forth the reason for doing so.

The letter is then forwarded to the Women's Athletic Board.

Warning:

Should any woman student take part in any McGill athletics without being personally qualified under the regulations regarding medical fitness and eligibility, she shall immediately be debarred from participation in all University Athletics. She shall also be reported to the Women's Athletic Board.

W.A.A. EXECUTIVE COMMITTEE

<i>President</i>	Jeanne Adderley
<i>Vice-President</i>	Joan Armbruster
<i>Secretary</i>	Helene Ouellette
<i>Co-ordinator of Extramural Activities</i>	Sue Dove
<i>Co-ordinator of Intramural Activities</i>	Judy Spafford
<i>Co-ordinator of Publicity</i>	Sandra Baburek
<i>Treasurer</i>	Mrs. Phyl Letto
<i>W.A.A. Adviser</i>	Miss Gladys Bean
<i>Adviser, Extramural Program</i>	Miss Gerry Dubrule
<i>Adviser, Intramural Program</i>	Miss Pat Reynolds
<i>Adviser, Publicity</i>	Miss Biddy MacTier

The Executive Committee, together with the Council, organize and manage athletics for all members and appoint representatives to the Winter Carnival Committee and to the Athletics Night Committee. These Groups welcome all ideas, projects, etc. brought forth by any member. They meet regularly to coordinate all extramural and intramural competitive and recreational activities. The policies are formed by the Women's Athletics Board, which also controls the budget of the Association. The executive, presidents, and managers of the Association are elected yearly and hold office for one year, commencing on July 1.

WOMEN'S INTRAMURAL COMPETITION

The W.A.A. provides an extensive program of intramural sports with the aim of providing recreation for the women students of McGill in sports that could be used in leisure time. Emphasis is not placed upon skill, but upon enjoyment, and everyone may participate regardless of her ability.

In order to organize and carry out such a program, the W.A.A. communicates with representatives from faculties, fraternities and residences. The presidents of clubs and coaches organize the competitions.

Sports

The W.A.A. conducts Intramural Competition in the following sports:-

Archery, Badminton, Basketball, Bowling, Curling, Fencing, Figure Skating, Gymnastics, Ice Hockey, Skiing, Soccer, Squash, Swimming, Tennis, Track & Field and Volleyball.

Eligibility

Rules for participation in the various competitions are posted and circulated to the various unit representatives. There are some limitations regarding intercollegiate team players and in most individual sports some attendance at the club during the current year is required.

Units for Intramural Competition

1. Faculty
2. Fraternity
3. Residence

Entry Fee

For Intramural Team Sports leagues (Basketball, Ice Hockey, Soccer and Volleyball) a deposit of \$10.00 is required for entering each sport. If a team defaults, it shall lose \$5.00 of the deposit; for a second default in any one league, the team shall lose the full amount and must withdraw from the league.

INSTRUCTIONAL PROGRAM FOR WOMEN

Chairman - Miss Biddy MacTier 392-4547

Instruction is offered to women students through four to eight week sessional courses and regular club meetings giving

1. an opportunity to improve existing skill level;
2. an introduction to a variety of new activities;
3. an awareness of the contribution made to one's general well-being by participation in regular activity

Activities offered include Aquatics, Archery, Judo, Fencing, Gymnastics, Badminton, Squash, Tennis, Dance, Skating, Skiing Golf, etc.

Equipment is supplied by the University with the exception of that required for Skating and Skiing.

Fees are not charged for regular courses.

Uniform, as appropriate for the course and detailed by the Instructor at the first class, should be worn.

Attendance is on a voluntary basis, however it is understood that registration obligates one to attend regularly.

COMPETITIVE AND RECREATIONAL PROGRAM

WOMEN'S ATHLETIC ASSOCIATION

1. The W.A.A. provides for and coordinates the various recreational and competitive athletic activities for women on the campus.

2. All women undergraduates who pay the full tuition fees are automatically members of the W.A.A. as well as any other women students who pay the Athletics fee.

3. Two general meetings of the association are held each year: one in October, the other in March.

4. Awards are presented by the Women's Athletics Board at the Annual W.A.A. Banquet which is held in March.

Protests

Any protests must be made in writing within 48 hours of conclusion of game in question to Faculty Adviser Intramurals, Miss Pat Reynolds, 555 Sherbrooke St. West with a copy to Club President, and signed by the Captain of the protesting team or other persons concerned. This protest must be made known to the Coach or Adviser of the Sport and taken to the next Intramural Activities meeting.

- For specific rules, consult the Intramural Handbook.

Championships

Sports Championships are declared and the winners receive a small letter designating the sport. There are Intramural Trophies for -

Basketball
Gymnastics
Rifflery
Fencing
Ice Hockey
Tennis
Volleyball

An over-all winner (faculty, fraternity or residence) is declared on the basis of standings and participation in all intramural competitions. The winning unit is awarded the *Iveagh Munro Award*, a shield. The Rules for the scoring for the Trophy are listed in the Intramural Handbook.

Schedule

The Intramural Schedule is available at the Women's Athletics Office, Royal Victoria College, Main Floor, 555 Sherbrooke St. West.

WOMEN'S INTERCOLLEGIATE ATHLETICS

McGill competes in two Intercollegiate Conferences - the Women's Intercollegiate Athletic Union (W.I.A.U.) in Archery, Badminton, Basketball, Swimming, Tennis, Curling, Volleyball and Ice Hockey and in the Women's Intercollegiate Two Conference Association (WITCA) in Gymnastics, Skiing, Fencing, Field Hockey and Figure Skating. Members of W.I.A.U. are McGill, McMaster, Queen's, Toronto, Western and University of Guelph. Each member is represented at the Annual Meeting of the Union by two Faculty members and two students. This meeting takes place in March and settles the tournament dates and regulations for the following year. The Two Conference Association, with representatives from most colleges and universities in Quebec and Ontario holds an Annual Meeting in May.

Intercollegiate Eligibility

To be eligible to compete in any intercollegiate contest either individually or as a member for a team, an athlete must:

1. Be a non-professional athlete - That is, not competing or having competed as a paid athlete in the same sport and be governed by the Amateur regulations of the appropriate Sports governing body.

2. Be registered as a full time student in good standing years. This eliminates all those who may be repeating a year, but does not exclude conditioned students, or students who after going on a reduced load are in good standing again.

3. Agree to abide by the Code of Behaviour for students set by the Women's Intercollegiate Athletic Union.

4. Have a medical examination satisfactory to the University.

Limitations

Senior - Students may compete on only one Senior Intercollegiate Team per term. First term - 1 of Archery, Tennis or Swimming. Second term - Curling, Badminton, Volleyball, Basketball, Ice Hockey and Skiing.

Intermediate - Students may not have participated in the same sport prior to the Intermediate Tournament.

Schedule

The Intercollegiate Schedule is available from the Women's Athletics Office, Royal Victoria College, Main Floor, 555 Sherbrooke St. West.

Archery

President Christine Purves

Beginning September 15th, Outdoor Archery will be held several times weekly on the East Lawn of R.V.C., until the end of October. The Outdoor Silver Arrow and Intramural Tournament is scheduled for the week of October 14th. The Outdoor Intercollegiate will be held at McMaster on October 16th and 17th.

Indoor Archery will be held from November through January on Tuesday, 7:00-9:00 and Thursday 5:00-6:00 in R.V.C. Gym. The Intramural Shoot is scheduled for the week of January 19th. The Indoor Intercollegiate Tournament will be held February 6th and 7th at Toronto. Instruction for all levels will be offered.



Recreational curling will start in November, either Friday or Saturday afternoon. Intramurals, mixed or women only, will be held the third week in November. The Intercollegiate team practises one night a week, competes in an exhibition bonspiel in Ottawa, in Sports Days and League and hosts the WIAU bonspiel on January 30th and 31st. Tryouts will begin October 24th. Final dates and times to be announced.

Fencing

President Polly Ellerbe

Practices with the men begin Monday September 22nd in Currie Gym from 7:00 to 9:30, and continue every Monday and Thursday until the end of February. The Intramural Tournament will be held February 12th with competition for trophies for both novice and experienced players.

Intercollegiate competition will be available throughout the year with other colleges and clubs, as well as the WITCA tournament to be held at McGill on February 27th and 28th. All equipment is supplied.

Field hockey

President Willa Beddoe

The season, which lasts until early November, is highlighted by the 10 team WITCA Round Robin tournament to be held at Macdonald College and University of Guelph over October 24th and 25th and October 31st and November 1st respectively. Exhibition games and smaller tournaments are scheduled for both teams and McGill is also hoping to host an Invitational Intermediate Tournament in mid October.

Figure Skating

President Madeleine Kerr

Open to men and women, this club begins October 7th with two dry-land sessions, and practises every Tuesday and Thursday from 2:00 until 4:00 in the Winter Stadium until the end of February. There is an intramural competition on December 6th for all interested skaters. The Intercollegiate team hosts a winter carnival skating show and competes for WITCA honours at McMaster on January 31st.

Gymnastics

President Abbie Balderson

In the areas of Free exercise, uneven parallel bars, vaulting, and balance beam, the gymnastics club commences meeting on October 13th at 5:30 in Currie Gym. Practices are held on Monday and Wednesday from 5:30 to 7:30, and Friday from 4:00 to 6:00. Entries for the Intramural meet on February 4th must be returned by February 22nd. The WITCA tournament for intercollegiate gymnasts will be held in Toronto on January 31st.

Ice Hockey

President Dawn Johansson

For all girls who can skate, the Intramural tournament begins on November 4th, with each team playing two to four games at the Winter Stadium. The final entry date is October 28th. The Intercollegiate season's duration is from late October to February; however, the practise times are not yet known. The team will participate in several exhibition games and sports days, and two WIAU tournaments - the first at Queen's on February 13th and 14th, and the final at the University of Guelph on February 20th and 21st.

Judo

President Debra Ostroff

The Wednesday evening practises for the club, from 7:30 to 9:30, begin September 24th and run into March.



Majorettes

President Ellen Wisenfeld

Tryouts for the squad are held the preceding March for all undergraduates in good academic standing. In the fall, the girls chosen train and perform with the Redmen marching band at Intercollegiate football games, and participate in the Blood Drive, the Winter Carnival, and the Santa Claus parade.

Modern Dance

President To Be Elected

The Modern Dance Club welcomes all new members, including men. The meetings are held in the R.V.C. gym on Monday and Thursday evenings from 7:00 to 9:00.

Ski Team

President Penny Drury

All prospective team members participate in dry land training Tuesday and Thursday, 5:00-6:00, October to November. Both a senior and an intermediate team get an opportunity to race in several meets. The season is highlighted by the WITCA meet at McGill on February 6th. The Intramural Ski Meet will be held at night on February 4th at St. Sauveur. Entries for this are due on January 28th.

Badminton

President Debbie Meredith

Recreational Badminton is held every Tuesday and Thursday from 7:30 to 9:30 in Currie Gym beginning October 7th. An Intramural Singles and Doubles Tournament is scheduled for October 30th. For prospective team players, coaching commences in October; Tuesdays from 6:30 to 8:00 and Thursdays from 5:00 to 7:00 in Currie Gym. The WIAU Tournament is to be held on February 6th and 7th in Toronto. The Intercollegiate team will also play in Invitational Tournaments, local leagues and their own Club Championship.

Band and Flagbearers

Captain Marsha Zylberlicht

Band tryouts are held in the fall and all women in good academic standing are eligible. Flagbearer tryouts are held in the spring with the same qualifications needed. These groups work in close cooperation and aim to create an image of enthusiasm for McGill.

Basketball

President Joan Armbruster

The season begins with tryouts on October 7th and runs through February. Intermediate and Senior teams enter the Women's Open Basketball League, and play exhibition games against other universities. The Senior team will compete for

the WIAU "Bronze Baby", February 13th and 14th at McGill and February 20th and 21st at McMaster. The Intermediate Team competes for WITCA honours at McGill on February 6th and 7th. Practises are held twice weekly - Tuesday, 5:00 to 6:30 and Thursday, 7:30 to 9:00 at Currie Gym.

Intramurally, there is a round robin series beginning October 15th and ending the first week of December. Enter before October 8th.

Bowling

President Valerie Whitehead

The Intramural Tournament starts October 22nd and continues for the next three Wednesday evenings. The Intercollegiate Telegraphic Meet includes teams from across Canada and is held in late November. The Intercollegiate team will also meet other university teams on Sports Days, as well as meet once a week for practises. All bowling takes place at Leader Lanes, Guy and Ste. Catherine.

Cheerleaderettes

President Anne Lapp

Tryouts are held in each preceding spring for six upper year women to form the Football Squad along with seven men. New this year will be November tryouts to choose six other women to cheer at Redmen Basketball and Hockey Games. First year girls will be welcome -- Check the notice boards.

Curling

President Pat Rickey

There will be a meeting for all interested girls, beginners or otherwise, on Friday October 24th at 1:00 p.m. in R.V.C. Classroom.



Soccer

President Julie Mamen

Six-man intramural teams will play Monday, Thursday and Friday mornings from 7:15 to 8:30 on the Lower Campus, from September 18th for a six-week period. Saturday mornings are free for practise sessions and fun games.

Squash

President Janet Lorimer

A meeting to organize the instructional classes will be held on October 14th at 1:00 p.m. in the Currie Women's Locker Room. An intramural ladder tournament will be run from November 4th to November 12th. Watch for further notices concerning intercollegiate competitions.

Speed Swimming and Diving

President Judy Hosking

McGill hosts the Intercollegiate meet on November 28th and 29th, in which two entries per team per speed event will be allowed for the first time. Practises will be held from September 16th to February, on Tuesday and Thursday evenings from 6:00 to 7:00 (Currie Pool), and on Wednesday from 6:00 to 8:00 (R.V.C. Pool). The Intramural meet is on October 21st in the R.V.C. Pool.

Synchronized Swimming

President Jean McKellar

Preparation for the intercollegiate meet at McGill on November 28th will begin on September 18th at practises on Tuesday, from 3:00 to 5:00 p.m. and on Thursday, from 7:30 to 9:30 p.m., in the R.V.C. Pool. The Intercollegiate team will also participate in provincial meets throughout the year. Entries for the Intramural meet in R.V.C. pool on October 23rd must be in by October 20th.

Tennis

President Betsy Mitchell

The singles elimination tournament begins on September 15th, and the entries must be in on September 12th, 4:00 p.m. The Intercollegiate team practises on Monday, Wednesday and Friday from 12:00 to 2:00 p.m., and on Tuesday and Thursday from 2:00 to 4:00 p.m., beginning September 15th, and running through to October. Guelph University hosts the WIAU tournament on October 18th and 19th, to which McGill will send two singles players, one doubles team, and a spare.

Track and Field

President Linda Mason

An organizational meeting will be held on September 22nd at 12:15 p.m. in the R.V.C. classroom. Beginners and experts in all events are welcome. Scheduled for October 8th, from 4:00 to 6:30 p.m. at Molson Stadium Field is the Intramural Track Meet. For Intercollegiate team members the WITCA meet will be held on October 24th at McMaster University.

Volleyball

President Petra Schreiner

An open practise for all interested players will be held on September 30th at 6:30 p.m. at Currie Gym. Each week, the players will meet on Tuesday from 6:30 to 8:00 and Thursday from 5:00 to 7:00. Both the Senior and Intermediate teams will be chosen by October 15th. The Senior Team competes in the WIAU meet at Queen's on February 13th and 14th, and the Intermediate squad hosts the WITCA tournament on February 6th and 7th. The Senior team also competes in the Montreal Volleyball League, and both teams play in Exhibition games and on Sports Days against other universities. Information about the Intramural League will be announced.

WOMEN'S ATHLETICS BOARD

Chairman.....	Miss Helen C. Reynolds
Director of Dept.....	Miss Gladys Bean
Appointed by Senate.....	Miss Edith Aston
Appointed by Senate.....	Miss Gerry Dubrule
Appointed by Graduates.....	Miss Heather Owen
Appointed by Graduates.....	Miss Sheryl Drysdale
Student Rep. W.A.A. Council.....	Penny Drury
Pres. W.A.A.....	Jeanne Adderley
Student Member-at-large.....	Lee Jager

The Women's Athletics Board functions in the same general manner as the Men's Athletics Board. Besides approving for recommendation to the Board of Governors the budget submitted by the Director of Women's Athletics, the W.A.B. acts in a general advisory capacity on matters affecting the application of University policy to women's athletics.

AWARDS

The McGill Women's Athletics Board grants the following awards:-

1. The Senior M - Senior Intercollegiate level competition.
2. The Intermediate M - Intercollegiate level competition.
3. The Junior M - Invitation and city team competitions.
4. The small letter designating an Intramural championship or leadership in an activity.
5. English letters to non-competitive but representative groups.
6. The Executive and Council Crests.
7. The Council "M".
8. The Managers "M".
9. The Representatives "R", and Publicity "P".
10. Certificate - signifying a number of M's or English letters, awarded in graduating year.
11. Pins - to competitors who have won 25 points or more.
12. Trophies - Archery Silver Arrow
Badminton Doubles Cup
Basketball Intramural Trophy
Pat Carson Novice Fencing Shield
George Tully Intramural Fencing Trophy
Gymnastics Intramural Individual Trophy
Ice Hockey Intramural Trophy
Rifery Intramural Individual Trophy
Martin Tennis Trophy
The Gail Budd Memorial Intramural Volleyball Trophy
The Iveagh Munro Award - Overall Intramural Championship
The Muriel V. Roscoe Award - Highest Individual Award

Awards are not granted to partial students under any circumstances.

Only one small letter for a sport is awarded each year.

Only one actual letter (Junior Intermediate or Senior M or English letter) is given to a student; however, students holding a Junior M may receive an Intermediate or Senior M if their qualifications are complete and vice versa.

Any prizes given by clubs must be first approved by the Award Committee.

Presidents for the various activities recommend a list of members eligible for awards at least three weeks before the Annual Meeting, and this recommendation is based on the record of the student's participation in practices, meetings and/or competition or performances.

The granting of awards, subject to the approval of the Women's Athletics Board, is at the discretion of the Awards Committee consisting of the W.A.A. officers (President, Vice-President, Secretary), the Co-ordinators of Intramural and Extramural Activities and the W.A.A. Adviser.

TELEPHONE NUMBERS MEN'S ATHLETICS

FOOTBALL:

Coach: Tom Mooney. 392-4728

GOLF:

Robert Dubeau. 392-4730

GYMNASTICS:

Robert Dubeau (coordinator). 392-4730

HOCKEY:

Coach: Brian Gilmour. 392-4731

RUGGER:

Robert Dubeau (coordinator). 392-4730

SKIING:

T. Thompson (coordinator). 392-4731

SOCCER:

T. Thompson (coordinator). 392-4731

SQUASH:

Coach: Bob Dubeau. 392-4730

STUDENTS' ATHLETICS COUNCIL:

Chairman, Jim Winslow
Secretary, J. M. Forsyth. 392-4726

STUDENTS' INTRAMURAL & RECREATION COUNCIL:

Chairman, Brian Carr
Secretary, Miss Diane Bott. 392-4730

SWIMMING AND WATERPOLO:

Coach: Fouad Kamal. 392-4738

TRACK AND HARRIER:

Coach: Brian Gilmour. 392-4731

WRESTLING:

John Rumble (coordinator). 392-4730

WOMEN'S ATHLETICS

Miss Gladys Bean. 392-4546
Director of Department for Women
Secretary & General Information. 392-4548

1969-1970

ACTIVITY	ENTRIES OPEN	ENTRIES CLOSE	PLAY BEGINS
1. Tennis Tournament	Sept. 9	Sept. 17	Sept. 22
2. Golf Tournament	Sept. 9	Sept. 24	Sept. 25
3. Track & Field Meet	Sept. 9	Sept. 30	Oct. 1
4. Touchfootball	Sept. 9	Sept. 26	Oct. 2
5. Cross Country Meet (2 miles)	Oct. 1	Oct. 14	Oct. 15
6. Basketball	Oct. 20	Nov. 3	Nov. 10
7. Ice Hockey	Oct. 20	Nov. 3	Nov. 10
8. Floor Hockey	Oct. 20	Nov. 5	Nov. 12
9. Volleyball	Oct. 20	Nov. 5	Nov. 12
10. Riffery	Nov. 3	Nov. 11	Nov. 13
11. Swimming Meet	Oct. 20	Nov. 7	Nov. 14
12. Table Tennis Tournament	Dec. 1	Jan. 16	Jan. 22
13. Broomball	Feb. 2	Feb. 11	Feb. 17
14. Badminton Tournament	Feb. 2	Feb. 11	Feb. 17
15. Squash Tournament	Feb. 2	Feb. 11	Feb. 17
16. Judo	TO BE ANNOUNCED		
17. Curling	TO BE ANNOUNCED		
18. Fencing	TO BE ANNOUNCED		

INTRAMURAL PROGRAMME

Chairman Robert Dubeau
Office Room 2, Gymnasium, 392-4730
Secretary Miss Diane Bott, 392-4730

The general information on intramural and recreational athletics publication is included in this handbook and in the sports information booklet.

The intramural programme attempts to encourage young men to participate in physical activity as often as time and interest permit.

REPRESENTATIVES TO THE STUDENTS' INTRAMURAL RECREATIONAL COUNCIL 1969-1970

Chairman Brian Carr 845-5398
Law Pierre Le Gallais 486-3679
Dentistry Barry Sternthal 486-3679
Medicine
Arts Jerry Jacobson 488-6358
Science Irving Dylewski 272-6068
Graduate Studies Bruce Bennett
Engineering Tom Virball 671-3358
Architecture Karl Fischer 276-9514
Education Allan Millier 488-4241
Commerce Jonathan Speigel

The Chairman of the Inter-Residence Council and the Inter-Fraternity Sports Chairman are invited to attend S.I.R.C. meetings without voting privileges.

PLAYING SCHEDULES:

All team managers must attend a meeting with the Chairman of Intramural Athletics for the purpose of scheduling games. Failure to attend this meeting will mean that the team will have no choice in the time of playing and will also mean that the team will have no recourse to the council in the case of postponements and defaults.

Schedules for all league games will be published in the "McGill Daily" on the Wednesday, prior to the weeks activities.

Registration for all Intramural activities can be made through the Faculty Rep. or by contacting the Intramural Office, room 3, in the Sir Arthur Currie Gymnasium, telephone 392-4730.

POSTPONEMENTS:

Requests for postponements of regular games must be made 48 hours prior to the game in question. Requests for postponements must be made by the team managers only, in person at the Intramural Office, or in writing to the Chairman of Intramural Athletics.

DEFAULTS:

Any team which does not have the minimum number of players ready to start a game or match within fifteen minutes of the scheduled time shall lose the game by default and the opposing teams shall be considered to have won by the maximum number of points.

Any team losing a game by default shall be penalized fifty points (night game) and these points be subtracted from their faculty total. If a team forfeits a game by using an ineligible player, the manager and player will be suspended from further participation in intramural sports for the remainder of the year.

Any team defaulting two games or any one game twice, shall be dropped from the schedule and shall be penalized the applicable number of points which will be subtracted from their faculty total.

In addition, such a team shall forfeit any and all points earned by that team prior to the second defaulted game.

GAME REPORTS AND SCORE CARDS:

A combined game report and score card is provided for all contests. Prior to each game, each manager will fill in the names and playing number of his team. After each game, each referee and manager will sign the report, thereby certifying to the correctness of the information contained thereon.

PROTESTS:

In the case of protested games, written notice of the protest must be filed in the Intramural Office within forty-eight hours after the conclusion of the game in question. No protest will be considered unless signed by the captain or the

manager of the protesting team. The person officiating at the protested game shall give a report in writing to the Chairman of Intramural Athletics.

The officials at a protested game or match must be notified of the protest by the captain or manager of the protesting team before the teams have left the floor field. Otherwise, the protest will not be considered.

All protests will be considered by the Intramural Protest Board, a standing committee of the Students, Intramural and Recreational Council.

Protests against the decisions of the referee on questions of fact cannot be considered; his decision in all such matters is final.

Any complaint against a referee must be made in writing to the Chairman of Intramural Athletics and signed by the captain, or manager of the team concerned. If two or more complaints are made against the same referee, the Students' Intramural Recreational Council will consider the situation and take any action it deems necessary.

RULES AND REGULATIONS

ELIGIBILITY:

1. A student may only represent the faculty in which he is registered.

2. Intramural sports at McGill are divided into three groups. Each group has its own separate Eligibility Rules:

Group I

Touchfootball, Ice Hockey, Basketball

Group II

Tennis Swimming, Squash, Badminton

Group III

Track and Field, Table Tennis, Floor Hockey, Volleyball, Broomball, Curling

Group I: Anyone who has participated in any game for McGill from the first regular league game of the season on is ineligible for that year (i.e. name on game roster).

Group II: Anyone who has participated in any meet for McGill is ineligible for the rest of the school year intramurally, in that particular sport in question.

Group III: Everyone is eligible.

3. Students who are barred from intercollegiate competition because of professionalism are barred from the same sport in the intramural programme.

4. To be eligible for playoffs, players must participate in at least one of the league games of that team.

5. Defaulted games will not be considered as league games.

6. Any team shall forfeit any contest or event in which it used an ineligible player.

7. Any player unable to participate in the required number of games prior to playoffs due to illness or injury, may be qualified by the Students' Intramural Recreational Council at a special meeting if the request for such a meeting is made 72 hours before the game, match or event.

8. A team defaulting one game during regular league play is not eligible for playoffs except:

a) if a team notifies the Intramural Office in writing at least 48 hours prior to the game.

b) if a team appeals to the Protest Board, said board may allow a team to continue in that sport.

Under no circumstances will a team defaulting 2 games be allowed to continue in a sport.

9. The Intramural Office does not assume responsibility for checking the eligibility of man participating, but any case of ineligibility called to its attention will be dealt with according to the rules - managers will be responsible for checking the eligibility of their own players.

Intramural League Rules:

1. Game Ties

A) Ice Hockey, Touchfootball and Broomball - If a tie occurs at the end of regulation time, the game will be declared a draw and both teams will be awarded 1 (one) point in the league standings.

B) Basketball and Floor Hockey - If a tie occurs at the end of regulation time, an overtime period of 5 minutes (running time) will be played. This procedure will continue until a winner has been declared.

2. **Volleyball League** - All matches will be 2 games out of 3, 15 point games. If a winner has not been declared by 2 p.m. the team leading at that point will be declared the winner.

3. **League Playoffs** - Playoffs will be held in each league to determine the Intramural champions. The league playoff system will be established by the S.I.R.C. at the beginning of league play.

4. Playing Rules for all Intramural Sports are available from the Intramural Department in room 3 of the Sir Arthur Currie Gym.

TEAM ENTRY AND WITHDRAWAL:

A faculty or class wishing to enter a team or teams, or wishing to withdraw from competition, must do so in writing to the Students' Intramural Recreational Representative. The notice of intention to enter a team must be given at least one week prior to the start of the respective league. The notice of intention to withdraw a team must be given at least 48 hours before the next scheduled game of that team. Team lists, written on the approved forms obtained from the Intramural Office, must be in the hands of the Chairman of Intramural Athletics at least twenty-four hours prior to the first scheduled game of that team.

Additions to the team lists may be made at any time during the regular league schedule, but twenty-four hours notice must be given to the Director of Intramural Athletics before the new participants are eligible for competition.

No changes in the team roster may be made after the completion of the regular league schedule or during playoffs.

All team entries for 1968-69 must be accompanied by a \$10.00 deposit (certified cheque payable to McGill University or cash) which will be refunded providing no default occurs. Each default will cost \$5.00. Two defaults will result in loss of deposit and expulsion from the league. All deposits must be reclaimed not later than May 31 of the current academic year.

TRANSFERS:

When there are no junior leagues in intramural competition, all participants must play for the team with which they are registered. Transferring to another team within the faculty is strictly prohibited.

EQUIPMENT ISSUES:

Anyone checking out intramural equipment must have his Student Identity Card.

For Intramural Leagues, Equipment is furnished by the Department of Athletics, Intramural Division.

NOON HOUR LEAGUES:

Intramural athletics between 1 p.m. and 2 p.m. shall be limited to volleyball, touch football, ice hockey and table tennis.

Postponed games in any sport may be played at this time in order to complete the schedule, subject to the agreement of the teams concerned.

ATHLETIC INJURIES:

The following action should be taken in case of athletic injury:

1. The injured student should be taken to the Health Service, or, if hospital treatment is necessary, to the Royal Victoria Hospital, or to the Montreal General Hospital.

2. The team manager present at the game in which the accident occurs should make a written report on the proper form and turn it in to the Intramural Office within 24 hours of the injury.

NUMBER OF PLAYERS ELIGIBLE TO COMPETE:

The following are the maximum and minimum numbers of players eligible to dress for and participate in intramural games.

	Max. to dress	No. to play at one time	Minimum to start
Basketball	12	5	4
Broomball	15	6	5
Floor Hockey	15	6	5
Ice Hockey	15	6	5
Touch Football	15	6	5
Volleyball	12	6	5

EMERGENCY RULINGS:

Questions arising from situations not provided for in these regulations should be referred to the Students' Intramural Recreational Council through the Chairman of Intramural Athletics.

PUBLICITY:

The most important medium of publicity for intramural athletics is the McGill Daily.

The Intramural Office maintains three bulletin boards in the Gymnasium where all special notices and tournament sheets are posted.

During the year, special notices will be sent to all faculty representatives and team managers announcing entry dates, schedules, and special activities.

OFFICIALS:

Referees' Clinics will be held for all sports, and all prospective officials will be required to pass written and practical examinations before being permitted to handle league and playoff games. Officials must know the rules, and will be paid a fair wage to do a good job. If you are interested, contact:

INTRAMURAL OFFICE - Room 2 - Sir Arthur Currie Memorial Gymnasium.



McGill Outing Club

<i>President</i>	Tom Duchastel 738-9626
<i>Vice-President</i>	Arvo Koppel 489-2197
<i>Treasurer</i>	John Curtis 288-5028
<i>Secretary</i>	Brenda Wells 482-2986
<i>House Manager</i>	Donna Shapard
<i>Newsletter Editor</i>	Andrea Watson 672-5697
<i>Social-Publicity</i>	Sue Sowyrda 849-0133
<i>Membership Chairman</i>	Selina Smith 731-6602
<i>Equipment Manager</i>	Tom Brown

Camping, summer and winter
Canoeing
Hiking
Caving
Cross-country Skiing
Snow-shoeing

Sky-diving
Mountain climbing
Trail clearing
Square dancing
Folk singing
Loafing

Downhill ski trips with free professional ski lessons
Weekends at the M.O.C. House in Shawbridge in the Laurentian Mts.

For further information concerning the McGill Outing Club contact club secretary.

INTRAMURAL AND RECREATIONAL CLUBS

Curling Club

<i>Executive</i>	
<i>President</i>	John Kerswill
<i>Vice-president</i>	Toby Stewart
<i>Treasurer</i>	Goro Cleland
<i>Secretary</i>	Riek Knight

The McGill Curling Club conducts a program that includes a regular intramural league along with recreational curling and social activities. There is an opportunity for experienced curlers to participate in intercollegiate exhibition games and at the same time there is instruction for beginners by senior members and volunteers from the Montreal Caledonia Curling Club. Games generally take place on Fridays from 2-5 p.m. at the Caledonia Curling Club, 11 Hillside, Westmount, starting in October and continuing into March.

For further information contact any member of the executive or the Intramural Office in the Currie Gymnasium.

Judo Club

<i>President</i>	Geoffrey Dietrich
<i>Instructor</i>	Fred Okimura—4th degree Black Belt

The Judo Club holds interuniversity status for its competitions. It is affiliated with the Seido-Kwan Academy of Judo and the Canadian Kodokan Black Belt Association.

Beginners meet Monday 5.30-7 p.m. Advanced Judokas Monday 6.30-7.30 p.m., Wednesday 6-8 p.m.

Rifle Club

<i>President</i>	Bruno Brunetti
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The acceptable rifleman is a perfectly normal individual who is simply responding to the demands of a sport which requires, not extraordinary physical attributes, but rather concentration, patience and practice. The Rifle Club offers excellent facilities at their range in the gym. Safety, expert supervision and national standards are important features of the program.



McGill Sailing Club

President. John Walker 453-6013
Vice-President. David Sprague 849-0344
Treasurer. Glen Bydwell 631-0387
Secretary. Lee Tidmarsh 484-7310

The club caters to the intermediate and expert sailors at McGill. Crews representing the Sailing Club compete in regattas and invitational meets with the New England Sailing Area, as well as the local intercollegiate clubs. Most races take place during the fall term, but racing tactics and rule interpretation discussions are held on a regular basis during the winter months.

For further information call John Walker at 453-6013 or the Intramural Office in the Sir Arthur Currie Gymnasium.

McGill Weight Training Club

President. To be elected
Secretary-Treasurer. To be elected
Instructor. Allan Hinman 481-0992

The Weight Training Club is making its debut on the McGill campus this year. All students who are interested in improving their knowledge and ability in weight training and weight lifting are welcome to join.

Details available at Activities Night.



INTER RESIDENCE SPORTS

Sports activities for the Men's Residences are organized and supervised by the Inter Residence Athletics Council. One member from each residence plus the Chairman of Inter Residence Sports comprise the council.

This group coordinates facilities reservations and equipment use through representation of the Students' Intramural and Recreation Council.

The guideline for the continued development of Inter Residence Athletics is: "to avoid duplication of services presently offered in the athletics programme". In this regard Inter Residence events are usually sponsored on Friday evenings, Saturdays and Sundays. Watch the notice board in your residence for details.

ENGINEERING LEAGUE

The Engineering Undergraduate Society has sponsored Touchfootball, Soccer, Volleyball and Broomball in its faculty leagues. These activities take place outside of the regularly scheduled Intramural Sports and have mainly involved first year students. The units for competition are the section and year.

All activities are sponsored by the E.U.S. with the cooperation of the Athletics Department. Details are available in the Plumber's Pot and the E.U.S. Notice Board.

INTER FRATERNITY SPORTS

Each 'house' has a Sports Representative and the champions of a sport in the previous year must sponsor and organize competition in that activity in the current year.

Activities are held at the end of regularly scheduled intramural events, and facilities reservations are made in cooperation with the Athletics Department.

RECREATIONAL FACILITIES

Tennis

There are four excellent tennis courts.

Badminton

Several courts in the Sir Arthur Currie Memorial Gymnasium are reserved for mixed badminton on Tuesday and Thursday evenings each week. Monthly tournaments will be held during the season and birds will be supplied by the Department without charge.

Squash

The courts are open for use from 9 a.m. to 9:30 daily.

Swimming

Memorial Pool.

Skating

The rink in the Winter Stadium is made available for Recreational Skating on Monday and Saturday evenings from 8:30 to 10:30 p.m. Only McGill students, faculty and staff will be allowed entry to the Stadium. I.D. cards will be checked.



THE MACDONALD LASSIE